

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 2018

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

Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of the events after Richard Cromwell retires from office to assess how useful Source A is as evidence of instability in England at that time.</p> <ul style="list-style-type: none"> • In discussing how Source A is useful, answers might consider the dispute between Parliament and the Army and the actions of Lambert. • Answers might consider that Source A suggests that there were fears of further ‘convulsions’ or the possibility of another civil war starting • Answers might consider that some thought the only way to settle things was to summon back Charles II. • Answers might consider that Source A suggests it was difficult to find a settlement and much that Cromwell had removed was restored. • Answers might consider that the problem of instability had also affected the rule of Oliver Cromwell and was therefore nothing new as a settlement appeared to be elusive. 	10	<ul style="list-style-type: none"> • No set answer is expected • 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 • 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.

Question	Answer/Indicative content	Mark	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that Charles II's restoration was due to General Monk</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might refer to the continued instability that followed the death of Richard Cromwell and how people were considering calling for Charles. • In discussing the provenance of Source A, answer might consider that it was written by a Whig bishop. • In discussing the historical context of Source A, answers might consider that Richard Cromwell had been unable to win the loyalty of the army because of his lack of military background and with his death they saw the opportunity to regain influence. • In discussing how Source B does support the view, answers might refer to it commenting on how Monk managed his forces and persuaded them to support his actions • In discussing the provenance of Source B, answers might consider that it is written by Monk's Chaplain and in a biography, which would praise the actions of him. • In discussing the historical context of Source B, answers might consider that Monk was very careful to keep his options open and did not reveal his intentions as he brought his army south from Scotland 	20	<ul style="list-style-type: none"> • No set answer is expected. • At level 5 there will be judgement about the issue in the question • To be valid judgements, they must be supported by accurate and relevant material. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li data-bbox="367 256 1128 416">• In discussing how Source C does not support the view, answers might refer to the offer that Charles made to the people through the Declaration, which offered a free parliament and liberty to tender consciences.<li data-bbox="367 427 1128 491">• In discussing the provenance of Source C, answers might refer to it being written by Charles to win support.<li data-bbox="367 502 1128 627">• In discussing the historical context of Source C, answers might refer to Charles being in exile, the advice he was given by Hyde and the communications with Monk.		

Question	Answer/Indicative content	Mark	Guidance
3	<p>How successfully did James I manage the religious problems he faced?</p> <ul style="list-style-type: none"> • In arguing that James managed the religious problems successfully answers might consider how he was able to build better relations with the Puritans through the Hampton Court Conference. • Answers might consider that he created as inclusive a Church as possible. • Answers might consider that the Arminian question was contained until towards the end of his reign. • Answers might consider that the appointment to bishoprics pleased puritans. • Answers might consider the importance of the appointment of Abbot as Archbishop of Canterbury, as he was an evangelical and this pleased many puritans. • Answers might consider his treatment of Catholics after the Gunpowder plot, which helped to diffuse the situation. • In arguing that he did not manage the religious problems successfully, it might be argued the Book of Sports angered some puritans • Answers might consider his failure, according to puritans, to impose harsh penalties on Catholics • Answers might consider the growing influence of Arminianism. • Answers might consider the problems created by the proposed Spanish marriage. • Answers might consider his failure to support the protestant cause in the Thirty Years War. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether James was successful or not. • At higher Levels candidates might establish criteria against which to judge success. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.

Question	Answer/Indicative content	Mark	Guidance
4*	<p>Assess the aims of Charles I opponents in the period from 1640 to 1642.</p> <ul style="list-style-type: none"> • In arguing that the main aim was to restrict and limit the powers of Charles, answers might consider the passing of the Grand Remonstrance. • Answers might consider the passing of the Militia Bill • Answers might consider the passing of the Nineteen Propositions • Answers might consider the desire of parliament to prevent rule without them in the future • Answers might consider their concern about Charles' belief in Divine Right • Answers might consider the impact of rule without parliament and the exploitation by Charles of his prerogative powers • In arguing that there were other aims, answers might consider the religious concerns of parliament • Answers might consider that parliament wanted redress of grievance. • Answers might consider that the aims of parliament changed during the period because of the role of Pym and the influence of the London mob. • Answers might consider the fear of Catholicism, with Charles' willingness to accept Catholic officers and to ask Spain and the papacy for help • Answers might consider parliaments concern about Charles' ministers, particularly Strafford and their desire to remove them. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be assessment of the aims. • At higher Levels candidates might establish criteria against which to judge the aims. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. <p>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.</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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