

## **GCSE**

### **History A (Explaining the modern world)**

Unit **J410/09**: Power: Monarchy and Democracy in Britain c.1000 to 2014

General Certificate of Secondary Education

### **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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**Subject-specific Marking Instructions****INTRODUCTION**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

1. Describe **two** examples of the increased power of the State during World War One (1914-18).

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	One mark for identification of measure. A second mark can be awarded for descriptive detail for each response.  All content is indicative only and any other correct examples of increased power of the State during this period should be credited.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
Points marking	<p>One way in which the power of the State increased during the First World War was the imposition of compulsory military service on men aged between 18 and 41 (1). This was done to ensure that the country had enough men of military service age during the war (2).</p> <p>Another way in which the power of the State increased during this period was the creation of the Defence of the Realm Act in 1914- known as DORA (3). This gave the government increased control over land-ownership and industries that were vital to the war effort, such as mining and munitions production (4).</p> <p>Conscription was introduced (1)</p> <p>Men were legally required to join the armed forces (1)</p> <p>Rationing was introduced (1)</p> <p>The amount of food people could eat was controlled (1)</p> <p>DORA was passed (1) this gave the government control over pub opening and closing times (2)</p> <p>The government controlled censorship (1).</p> <p><b><i>One mark in question 1 can be awarded for a general point (e.g. The government controlled young men's lives etc).</i></b></p>	<b>4</b>

2. Explain how the Normans were able to take control of England in the period 1066 to 1087.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<i>Please see the following page for guidance</i>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>		<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

2. Explain how the Normans were able to take control of England in the period 1066 to 1087.

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically identify <b>two or more methods used by the Normans and explain them fully</b> e.g.</p> <p><i>The Normans were able to take control of England between 1066 and 1087 by being willing to work alongside the existing structure of government and society within England, to some extent. For example, William of Normandy maintained the role of earls and shire reeves, or sherrif when he became King of England. This meant that there was a safe transition of power from Saxon rule to Norman.</i></p> <p><i>Another way in which they made taking control possible was to take control was by building motte and bailey castles. This served several purposes for the invading Normans: it gave protection to their forces, but perhaps more significantly, it gave a physical warning to the people of England that there were new rulers and a new way of governance was underway. This would reduce the threat of rebellion from Anglo-Saxons who were against the changes taking place.</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify at least one method used by the Normans <b>and explain one of them</b> e.g.</p> <p><i>The Normans were able to take control of England by working within the existing framework of governing the country. William kept the same ideas of land-ownership such as the hide and hundreds; he maintained some of the Anglo-Saxon earls that had ruled under Edward the Confessor, so that there was a transiiton of power from one ruling family to another.</i></p> <p><i>Another way in which the Normans were able to conquer England was by giving his supporters land so they could control parts of the country for him.</i></p> <p>NOTE: Many candidates will attempt to explain several reasons but only explain one to the required standard. NOTE: Credit can be given for the initial conquest and outcomes of the Battle of Hastings, but to reach L3 the candidate must refer to the fact that victory made William replace Harold as King.</p>	5–6
Level 2	<p>Level 2 answers will typically <b>identify at least one reason and describe it</b> but explanation of how it increased Norman control will be implicit or absent altogether e.g.</p> <p><i>One way in which the Normans were able to take control of England was by building castles. These were motte and bailey castles and at first were built of wood and could be put up quickly. Many were later built in stone. The motte was the mound on which the castle was built. They were often built overlooking towns and harbours or next to rivers.</i></p> <p>NOTE: In reference to the initial conquest, L2 answers are likely to refer to Norman victory, but must go beyond description of the Battle</p>	3–4

<b>Level 1</b>	Level 1 answers will typically contain <b>description of events linked to Norman control</b> , e.g.  <i>The Normans built castles, they had new leaders in parts of the country and William was harsh on people who had fought against him. This all helped them take control.</i>	<b>1–2</b>
<b>Level 0</b>		<b>0</b>

3. How significant was the restoration of the monarchy in 1660 for Britain?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>		<b>11–14</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>		<b>7–10</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>		<b>4–6</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>		<b>1–3</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

3. How significant was the restoration of the monarchy in 1660 for Britain?

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers <b>will typically identify two or more examples of change</b> as a result of the Restoration and make a <b>valid assessment of the significance of at least one of them</b>, e.g.</p> <p><i>The restoration of the monarchy was significant because it meant that all the attempts to govern the country without a monarchy were swept away. In 1649 the monarchy was abolished and Cromwell then tried to find other methods of government such as the Protectorship. The Restoration showed that it was impossible to find another way of governing the country and that monarchy was the only method acceptable to the British people. It brought back the Stuarts and the old ruling class and its significance can be seen by the fact that Britain is still a monarchy today.</i></p> <p><i>However, it could be argued that it was not very significant because although the monarchy and the Stuarts came back things would never be the same again. Charles and James tried to rule as if nothing had ever happened and this led to the 1688 Revolution when the Stuarts went for good. The powers of the monarchy were also reduced and it now had to work alongside Parliament. So although the Restoration brought the Stuarts back it was only for a short time and the powers of the monarchy were soon limited. The Restoration did not return things to how they were before 1649.</i></p> <p><b>Nutshell: One or more explanations of significance</b>            NOTE: Two explanations of significance 13-14 marks            One explanation of significance 11-12 marks            NOTE: Alternatively, candidates may assess why example of change is of limited significance</p>	11–14
Level 3	<p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> as a result of the Restoration e.g.</p> <p><i>The restoration of the monarchy in 1660 was significant because it meant that the monarchy and the Stuarts were brought back. The monarchy had been abolished in 1649. Charles II became King and other aspects of how England had been ruled like Parliament and the Church of England also returned. All the changes brought in between 1649 and 1660 were swept away as were all the extreme religious groups that had grown up.</i></p> <p><b>Nutshell: One or more examples of change explained but not addressing significance successfully</b>            NOTE: Two changes explained 9-10 marks            One change explained 7-8 marks</p>	7–10

<b>Level 2</b>	<p>Level 2 answers will typically <b>identify changes but not explain them</b>, e.g.</p> <p><i>The Restoration was significant. In 1660 the country was in real trouble. Cromwell had died and his son did not have much support. There was discontent all over the country. General Monck organised the Convention Parliament which announced that Charles II was the King. Charles returned and everything that had happened since 1649 was swept away. Both Parliament and the Church of England came back. Many royalist exiles returned and many of those involved in executing Charles I were executed.</i></p> <p><b>Nutshell: Identifies (s) changes but fails to explain it OR identifies significant event(s) but fails to explain significance</b></p> <p>NOTE: These may look like significance but are actually making valid but unsupported statements about the significance of the changes</p> <p>NOTE: For candidates who identify a change and makes a valid comment about the significance without development, award top of level.</p>	<b>4–6</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain description of events, e.g.</p> <p><i>The restoration of the monarchy was significant because it meant that the monarchy had come back to Britain and things then settled down.</i></p> <p><b>Nutshell: Describes relevant events but does not explain change or address issue of significance</b></p>	<b>1–3</b>
<b>Level 0</b>		<b>0</b>

4. "Religion was the main cause of political problems between 1500 and 2014.' How far do you agree? Explain your answer.

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	Where only religion is considered, answers cannot reach above the top of Level 2.  At Level 4, answers should select examples of religion and other factors from <b>both</b> the early modern and modern periods.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<i>See following page for examples</i>	<b>19–24</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>		<b>14–18</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>		<b>10–13</b>

<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>• This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>		<b>6–9</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>• There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li>• <i>The information is communicated in a basic/unstructured way.</i></li> </ul>		<b>1–5</b>
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<b>0</b>

4. "Religion was the main cause of political problems between 1500 and 2014." How far do you agree? Explain your answer.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will construct an answer to the question which explains <b>fully three or more examples</b> which <b>support AND contradict the statement from across both periods</b> e.g.</p> <p><i>I agree that religion was a cause of political problems between 1500 and 2014. An example of this would be the religious conflicts during the Tudor period. From the break with Rome during the reign of Henry VIII, there was a struggle between Catholics and Protestants throughout the remainder of the early modern period. The Protestant rule of Edward VII was overturned by the return to Catholicism under the reign of Mary I. The burning of 'heretics' in England caused political and social upheaval. The people were lurching from one religious way of life to another, with the inevitable instability that this would cause.</i></p> <p><i>Also, religion has been a continual cause of political problems between 1500 and 2014 in the struggles emerging from divisions between Catholic and Protestant communities in Northern Ireland. The republicans, who want to unify the north with the Republic of Ireland are largely Catholic and the unionists, who want to remain united with the UK are largely Protestant. This has caused political turmoil for successive British governments from the emergence of the Troubles in the 1960s.</i></p> <p><i>However, religion was not the only cause of political problems between 1500 and 2014. During the Tudor period, succession was just as important as religion in the cause of the political problems emerging. Henry VIII had married six times in order to secure the Tudor dynasty and Elizabeth I had refused to marry despite Parliament firmly pushing her to do so. Her refusal to marry led her into direct conflict to Parliament who initially wanted her to marry and then for her to name an heir. Her refusal to do this led to both conflict with MPs and increased uprisings from Catholics intent on placing Mary Queen of Scots on the throne.</i></p> <p><i>A further argument is that in the nineteenth century a large working class emerged in the industrial cities. These people did not have the vote. Organisations like the Chartists were formed to win the working class more rights. This often led to demonstrations and violence until they eventually won the vote. The issue of the vote also led to violence and demonstrations when the Suffragettes fought for it for women.</i></p> <p>Nutshell: Balanced argument with three or more explained points            NOTE: 24 marks for two points explained on each side, plus a clinching argument            21-23 marks for two explained points on each side (2-2)            19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2)</p>	19–24

<p><b>Level 4</b></p>	<p>Level 4 answers will construct an answer to the question which explains <b>one example</b> from <b>each period</b> for religion <b>AND/OR</b> other factors</p> <p><i>Religion was a cause of political problems between 1500 and 2014. An example of this would be the religious conflicts during the Tudor period. From the break with Rome during the reign of Henry VIII, there was a struggle between Catholics and Protestants throughout the remainder of the early modern period. The Protestant rule of Edward VII was overturned by the return to Catholicism under the reign of Mary I. The burning of ‘heretics’ in England caused political and social upheaval. The people were lurching from one religious way of life to another, with the inevitable instability that this would cause.</i></p> <p><i>However, an opposing argument is that in the nineteenth century a large working class emerged in the industrial cities. These people did not have the vote. Organisations like the Chartists were formed to win the working class more rights. This often led to demonstrations and violence until they eventually won the vote. The issue of the vote also led to violence and demonstrations when the Suffragettes fought for it for women.</i></p> <p><b>Nutshell: Balanced or one-sided argument: two explained points of support (one from each period)</b>  NOTE: 18 marks for a clinching argument  15 marks is the default for two explained points; award extra marks for development</p>	<p><b>14–18</b></p>
<p><b>Level 3</b></p>	<p>Level 3 answers will typically <b>identify and explain one or more example of religion OR other factors, from <u>one period</u></b> e.g.</p> <p><i>In the period between 1500 and 1750 there were many political problems that were caused by religion. The Tudor period of the 1500s was full of examples of religious problems, mainly caused by Henry VIII and his break with Rome. This divided the country between Catholics and Protestants. On the other hand, in the seventeenth century the cause of the problems was the issue of the powers of the monarchy and parliament. Charles I tried to rule without a parliament and this led to a civil war.</i></p> <p><b>Nutshell: One sided argument; one period</b>  NOTE: Answers at Level 3 will often attempt more than one explanation but only one point will be explained  NOTE: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level</p>	<p><b>10–13</b></p>
<p><b>Level 2</b></p>	<p>Level 2 answers will typically identify examples of religion/other factors from either the early modern or the modern era e.g.</p> <p><i>This statement is not correct. Social changes introduced more problems than religion. For example the working class wanted to vote in elections in the 1800s and 1900s.</i>  OR</p>	<p><b>6–9</b></p>

	<p><i>This statement is correct. Religion was a big cause of problems. From becoming a Protestant country in the 1500s there were often arguments between Catholics and Protestants over who should be in control of the country.</i></p> <p><b>Nutshell: Description of relevant examples but not addressing question</b> NOTE: Award higher marks in the level for more examples</p>	
<b>Level 1</b>	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>Between 1500 and 2014 there were many examples of things that caused problems. Some of these things were to do with religion but other things could have been caused by money or by wars with other countries.</i></p> <p><b>Nutshell: General answers</b></p>	<b>1–5</b>
<b>Level 0</b>		<b>0</b>

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
<b>Total</b>	<b>20</b>	<b>30</b>				<b>50</b>

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