

## **GCE**

### **History A**

#### **Y138/01: The Early Stuarts and the Origins of the Civil War 1603-1661**

Advanced Subsidiary GCE

#### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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

<b>Annotation</b>	<b>Meaning of annotation</b>
<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>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

2. Here is the mark scheme for this question paper.

**How far do you agree questions . . .**

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

**Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

**Other questions . . .**

The indicative content lists features of the period studied that relate to the question set.

**Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>How useful is Source A as evidence for the criticisms made of MPs during the Commonwealth?</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A is useful</b>, answers might consider that it was written in 1698-9.</li> <li>• <b>Answers might consider</b> that it was written by an MP who was a member of the Rump.</li> <li>• <b>Answers might consider</b> it was written by someone who later broke with Cromwell.</li> <li>• <b>Answers might consider</b> that this refers to Parliament doing nothing for the public good.</li> <li>• <b>Answers might consider</b> that, as well as the Rump, Barebones Parliament was also dismissed.</li> <li>• <b>Answers might consider</b> some of the achievements and failures of the Parliaments (e.g. 1650 the Commission of Trade, 1651 Navigation</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 sources, in line with descriptions in the levels mark scheme.</li> </ul>

2		<p>Act, 1650 Blasphemy Act, the failure to devise a working constitution).</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the behaviour of Cromwell towards Parliament.</li> <li>• <b>Answers might consider</b> how well Parliament dealt with issues such as religion and finance.</li> </ul> <p><b>Using these three sources in their historical context, assess how far they support the view that Cromwell's desire for personal power prevented him from working with the Parliaments of the Commonwealth in the period from 1649 to 1653.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, it could be argued that he accused them of doing nothing for the public good, keeping themselves in power and supporting tyranny</li> <li>• <b>In discussing the provenance of Source A</b>, answer might consider that it was written in 1698-9 by someone who fell out with Cromwell</li> <li>• <b>In discussing the historical context of Source A</b>, answers might consider that the Rump had voted in 1649 to dissolve itself but did not. It might also consider that Cromwell rejected the Humble Petition</li> <li>• <b>In discussing how Source B does support the view</b>, answers might refer to Cromwell's claim that they wanted to perpetuate themselves and were not pursuing God's cause.</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>
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3*		<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, that it was written by Cromwell to try and justify the dissolution.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might refer to the nature of Barebones' Parliament and why a Nominated Assembly was called.</li> <li>• <b>In discussing how Source C does support the view</b>, answers might refer to Barebones parliament as being the way Cromwell would get the throne</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to it being written by a royalist who would want to discredit it and Cromwell</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the type of people who made up Barebones Parliament as many were gentlemen and 100 of the 140 were JPs</li> </ul> <p><b>How serious were the religious problems during the reign of James I?</b></p> <p><b>In arguing that they were serious:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Catholic threat with the Gunpowder plot.</li> <li>• <b>Answers might consider</b> the growth of Puritan opposition.</li> <li>• <b>Answers might consider</b> the opposition of Puritans in Parliament, particularly over foreign policy.</li> <li>• <b>Answers might consider</b> the opposition of Puritans to the Book of Sports of 1618.</li> <li>• <b>Answers might consider</b> the dislike for the growth of Arminianism.</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 whether the religious problems were serious.</li> <li>• At higher Levels candidates might establish criteria against which to judge their 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>
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4*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the threat posed by the Bye and Main Plots.</li> <li>• <b>Answers might consider</b> the concern of Parliament over Catholics and recusancy fines.</li> <li>• <b>Answers might consider</b> those who left England for the New World.</li> </ul> <p><b>In arguing that the problems were not serious:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the success of the Hampton Court Conference.</li> <li>• <b>Answers might consider</b> that Arminianism was not a problem until the end of the reign.</li> <li>• <b>Answers might consider</b> that the number of Catholics was in decline.</li> <li>• <b>Answers might consider</b> the strength of the Anglican church.</li> <li>• <b>Answers might consider</b> that there was little opposition to the Canons of 1604.</li> <li>• <b>Answers might consider</b> the appointment of George Abbott who did not take action against Puritans.</li> </ul> <p><b>To what extent was Parliament responsible for the outbreak of civil war in 1642?</b></p> <p><b>In arguing that parliament was responsible:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that it became more radical and made unconstitutional demands.</li> <li>• <b>Answers might consider</b> the role of Pym.</li> <li>• <b>Answers might consider</b> the Grand Remonstrance which took control of the army from the king.</li> <li>• <b>Answers might consider</b> the Militia Ordinance which took control of the local militias from the king.</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 how far parliament was responsible.</li> <li>• At higher Levels candidates might establish criteria against which to judge responsibility.</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 Nineteen Propositions that stated church reform was to be decided by Parliament and that the upbringing of Charles I's children would be supervised by Parliament.</li> <li>• <b>Answers might consider</b> the Act of Attainder against Strafford.</li> <li>• <b>Answers might consider</b> that Pym worked with the Scots and roused the London mob, making it difficult for Charles.</li> </ul> <p><b>In arguing that the King was responsible:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his views on Divine Right</li> <li>• <b>Answers might consider</b> Charles' unwillingness to compromise.</li> <li>• <b>Answers might consider</b> Charles' failure to build a working relationship with Parliament, and the legacy of mistrust that the Personal Rule had helped create.</li> <li>• <b>Answers might consider</b> Charles' support for Laudian reforms.</li> <li>• <b>Answers might consider</b> the attempted arrest of the Five Members.</li> <li>• <b>Answers might consider</b> the raising of the standard at Nottingham.</li> </ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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</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 question.
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 by some evidence.
<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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