

GCE

History A

**Unit Y108/01: The Early Stuarts and the Origins of the Civil War
1603 - 1660**

Advanced GCE

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

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>Using these four sources in their historical context, assess how far they support the view that Cromwell rejected the crown because of opposition from the army.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, answers might refer to the alienation of the support of the militia and high ranking officers, such as Lambert. • In discussing the provenance of Source A, answer might consider that it was written by the Swedish ambassador before Cromwell had been offered the crown. The ambassador's responsibility was to report accurately to his government. • In discussing the historical context of Source A, answers might consider that it was written when England was searching for stability as the Rump and Barebones had failed and there were royalist risings, all of which show a lack of stability. • In discussing how Source B does support the view, answers might refer to it commenting that most of the army are opposed to him taking the crown. • In discussing the provenance of Source B, answers might refer to it being written by an old soldier who may know the views of the army and they correspond with Source A. • In discussing the historical context of Source B, answers might refer to the Humble Petition and Advice which had been presented to Cromwell and requested him to become king. • In discussing how Source C does not support the view, answers might refer to it commenting on how 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above there will be judgement about the issue in the question. • To be valid judgements, they must be supported by accurate and relevant material. • At Level 4 and below answers may be simply a list of which sources support or challenge the view in the question. • 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 descriptors in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<p>much power Cromwell has and that this would diminish if he was to become king.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might consider that it is written by the Venetian ambassador in France who had visited the English ambassador there. Venetian ambassadors were careful observers of events and their responsibility to was to report accurately to the Venetian government. • In discussing the historical context of Source C, answers might consider that by 1657 there was opposition in Parliament to the Major Generals and concern about who would succeed Cromwell. Parliament was worried that another army man would take over. • In discussing how Source D does support the view, answers might refer to it commenting on Cromwell saying he values Parliament and is not interested in a name, but does not want to offend godly men and the 'good old cause', which means those who fought with him. • In discussing the provenance of Source D, answers might refer to it being written to record Cromwell's response, but he is trying to calm the potential disquiet the offer had caused. • In discussing the historical context of Source D, answers might refer to the weeks of negotiation that followed the offer before Cromwell declined it. 		

Question	Answer/Indicative content	Mark	Guidance
2	<p>‘James I’s extravagance was the main reason he was unable to solve his financial problems.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the main reason was his extravagance, answers might consider how much was spent on the court and his family. • Answers might consider James’ gifts to his favourites. • Answers might consider that his extravagance meant that parliament would not grant him money. • Answers might consider that money was spent on ‘double dinners’. • Answers might consider that one reason for the failure of the Great Contract was the king’s extravagance. • In arguing that there were other reasons it might be argued that, unlike Elizabeth, he was married and therefore expenditure was bound to be greater. • Answers might consider the difficulty in increasing crown income. • Answers might consider the corruption among his ministers. • Answers might consider the debts he inherited. • Answers might consider the failure of the Great Contract. • Answers might consider the problem of inflation and the rising cost of warfare 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons • At Level 5 there will be judgement as to the reasons why it was impossible to solve the financial problems • At higher levels candidates might establish criteria against which to judge the importance of the reasons. • 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
3	<p>Assess the reasons why Charles I embarked on personal rule in 1629.</p> <ul style="list-style-type: none"> • In arguing that he could govern more effectively without parliament, answers might consider the divisions within parliament. • Answers might consider the problems there had been in obtaining revenue from parliament. • Answers might consider the Petition of Right. • Answers might consider parliament's attitude towards foreign policy. • Answers might consider parliament's criticism of the collection of custom duties without approval. • Answers might consider the religious question and the appointment of Laud as bishop of London. • Answers might consider the behaviour of parliament and the passing of the Three Resolutions. • In arguing that there were other factors, answers might consider Charles' belief in the divine right of kings. • Answers might consider that Charles wanted to establish absolutism. • Answers might consider that he could achieve stability. • Answers might consider that he wanted to achieve financial probity. • Answers might consider that he wanted to maintain the Church/State link. • Answers might consider the impact of the death of Buckingham and the increased importance of Henrietta Maria. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on assessing the reasons but at Level 4 may simply list the reasons • At Level 5 there will be judgement as to the reasons why he embarked on personal rule. • At higher levels candidates might establish criteria against which to judge the importance of the reasons. • 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
Level 5 21–25 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 to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
Level 4 16–20 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.
Level 3 11–15 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.
Level 2 6–10 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.
Level 1 1–5 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>
	Generic mark scheme for Section B, Questions 2 and 3: Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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.
Level 4 10–12 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.
Level 3 7–9 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.
Level 2 4–6 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.

Level 1 1–3 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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