

AS

History

Paper 2E The English Revolution, 1625–1660
Additional Specimen Mark scheme

Version/Stage: Stage 0.1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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AS History Paper 2 Specimen Mark Scheme

2E The English Revolution, 1625–1660

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context which of these two sources is more valuable in explaining the court of Charles I? | [25 marks] |
|----------|----------|--|-------------------|

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- | | | |
|------------|--|--------------|
| L5: | Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. | 21-25 |
| L4: | Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Written from hindsight by a wife defending her husband's reputation.
- Not a first hand account, but written by the wife of person involved.
- Designed for publication with a clear purpose.
- Balanced tone at start replaced by increasingly religious shaped sentiment, typical of a Puritan outlook.

Content and argument

- Has positive comment on nature of Charles' court in comparison to the immorality of James I.
- Could be seen as reflective of wider concerns, especially among the Puritans of the 1630s, of the influence of Catholic individuals at court.
- Could be seen as reflective of the discontent between country and court as the 1630s progressed.

Contextual knowledge should be used to assess the validity of these points, for example:

- Charles did impose order on the court.
- Charles' personal approach was much more moral based than James I.
- There was a division between court and country as Charles restricted access to his court.
- Puritans were particularly concerned about the influence of Catholics at court.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- Formal report of an ambassador designed to find out information and convey it.
- An ambassador had access to court and political circles.
- An ambassador but still an outsider with a different context.
- Formal, non-emotional record of what ambassador seen.

Content and argument

- Outlines changes made to court.
- Reference to Charles reissuing orders in favour of Catholics.
- Comment on Charles' own personal formal approach to monarchy.

Contextual knowledge should be used to assess the validity of these points, for example:

- corresponds to information about Charles' self-control
- reflective of Charles' ordered approach
- corresponds to Charles' imposition of order
- Charles' attitude to Catholics.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source A is more subjective than Source B and the motivation of the writer is known from the provenance, which does appear in the more negative picture of Charles court, as opposed to a more neutral reporting in the Ambassador's report in Source B. Whilst Source A is valuable evidence of Puritan reaction, Source B is more objective and may be argued to be of more value. Any supported argument as to relative value should be fully rewarded.

Section B

0 2 'Charles I's demand for the Forced Loan of 1626 was purely a political measure.'

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Forced Loan was purely a political measure might include:

- manner of collection was a means to isolate political opponents
- Forced Loan was a direct use of fiscal feudalism and thus indicated the monarch's divine right prerogative
- reinforcement by action against Five Knights
- response to the failure of calls for finance from parliament and thus indicate to political nation other means at his disposal
- response to the failure of the benevolence and thus reinforce to the political nation his other sources of income.

Arguments challenging the view that the Forced Loan was purely a political measure might include:

- need to finance foreign policy
- relatively secure way of raising funds compared to other methods
- failure of other financial methods.

Stronger responses will illustrate that Charles' use of the Forced Loan was both political and financial not a purely political policy.

0 3 'The Grand Remonstrance was the result of the radicalism of Pym.'

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Grand Remonstrance was the result of the radicalism of Pym might include:

- Pym's role in the production of the document
- Pym's use of the document as a means of progressing the Militia Bill
- Pym's use of the document in relation to the London mob.

Arguments challenging the view that the Grand Remonstrance was the result of the radicalism of Pym might include:

- it was a reaction to significant distrust of the King
- it was a reaction to problems and concerns resulting from the Irish Rebellion
- it was produced in order to justify the Militia Bill.

Stronger responses will illustrate that the Grand Remonstrance derived from Pym's radicalism, but was also a response to his concerns about Charles' rule, heightened by the impact of the Irish Rebellion and the subsequent introduction of the Militia Bill.