



Oxford Cambridge and RSA

GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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. Annotations

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

2. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that Cromwell’s actions in Ireland in 1649 were motivated by a belief in ‘God’s Providence’.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, answers might refer to concern about Catholics, their links to monarchy and how they will be able to drive out English forces. • In discussing the provenance of Source A, answers might consider that it is a speech from Cromwell and is an attempt to justify taking action. • In discussing the historical context of Source A, answers might consider that English rule in Ireland was never secure and link the comments to the civil war there that had been going on since 1641. The number of troops sent initially was not enough and Cromwell wanted to avoid a long campaign. • In discussing how Source B does support the view, answers might refer to the actions at Wexford and the comment ‘yet God would not have it so’ and that it was God’s justice that brought events upon them. It might note that the whole source argues it was God’s Providence. • In discussing the provenance of Source B, answers might consider that Cromwell was trying to justify the massacre at Wexford to the Speaker of the Commons. • In discussing the historical context of Source B, answers might consider that both Wexford and Drogheda suffered massacres, which saw citizens murdered. The events caused a shock as 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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.</p> <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. • 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 the descriptions in the levels mark scheme.

		<p>Cromwell’s letters suggested he enjoyed it.</p> <ul style="list-style-type: none"> • In discussing how Source C does support the view, answers might refer to the first sentence and later claim that he was an instrument of God’s work, although the source does mention the idea of justice. • In discussing the provenance of Source C, answers might consider that it is from Cromwell who wanted to justify his actions in light of criticism. • In discussing the historical context of Source C, answers might refer to concerns that there were royalists in the garrison and had an alliance with Charles and were responsible for the Second Civil War so deserved punishment. • In discussing how Source D does and does not support the view, answers might refer to the claim of the Church leaders that the aim was colonisation, whereas Cromwell argues it was God’s Providence and also to defeat rebels and bring liberty. • In discussing the provenance of Source D, answers might refer to it being written in 1650 and an attempt to justify his actions and refute the claims of colonisation. • In discussing the historical context of Source D, answers might consider that there had been colonization before, Catholics had carried out massacres before and his army had a God-given duty to avenge them. 	<p>The indicative content lists features of the period studied that relate to the question set.</p>
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2*	<p>How serious were James I's financial problems?</p> <p>In arguing that his financial problems were serious:</p> <ul style="list-style-type: none"> • Answers might consider that the subsidy was for emergencies and the king was meant to 'live off his own'. • Answers might consider that income from Crown lands had declined as Elizabeth had sold many. • Answers might consider that the assessment system was outdated. • Answers might consider that inflation had reduced the value of his income. • Answers might consider that Elizabeth had been parsimonious and therefore he had to be generous with rewards. • Answers might consider that Parliament lost trust in him. • Answers might consider that unlike Elizabeth he had a family to maintain. • Answers might consider the failure of the Great Contract. <p>In arguing that his financial problems were not serious:</p> <ul style="list-style-type: none"> • Answers might consider that the debt he inherited from Elizabeth was not large and there were still subsidies to collect. • Answers might consider that the crown was owed money by Henry IV of France and the Dutch. • Answers might consider that it was his extravagance and that of the court that created serious financial problems. • Answers might consider that he was unfortunate that attempts to boost trade and the economy, such 	20	<p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the extent of James I's financial problems; but at Level 4, may simply list reasons/factors for them. • At Level 5 there will be judgement as to how serious his problems were. • At higher Levels candidates might establish criteria against which to judge 'how serious'. • 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.
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3*		<p>as the Cockayne Project, failed,</p> <ul style="list-style-type: none"> • Answers might consider attempts at reform and how they were undermined. • Answers might consider how expenditure was reduced. <p>‘Charles I’s desire for financial independence was the most important reason for the establishment of Personal Rule in 1629.’ How far do you agree?</p> <p>In arguing that it was the desire for financial independence:</p> <ul style="list-style-type: none"> • Answers might consider the reluctance of Parliament to grant money. • Answers might consider the issue of tonnage and poundage. • Answers might consider that Charles objected to explaining why he required large sums of money. • Answers might consider the raising of the forced loan and the collection of tonnage and poundage after the period agreed by Parliament. • Answers might consider the refusal of parliament to grant him tonnage and poundage for life. • Answers might consider that financial independence would allow him to conduct his own foreign policy, which he saw as a royal prerogative. • Answers might consider The Five Knight’s case. <p>In arguing that other factors were more important:</p> <ul style="list-style-type: none"> • Answers might consider Charles’ personality and his view of the role of the monarch and Parliament. • Answers might consider the ongoing problems over foreign policy in respect of the Ile de Re and La 	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the importance of different reasons; but at Level 4, may simply list the reasons/factors for the establishment of Personal Rule. • At Level 5 there will be judgement as to how important financial independence was. • At higher Levels candidates might establish criteria against which to judge importance. • 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.
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			<p>Rochelle.</p> <ul style="list-style-type: none">• Answers might consider Charles' support for Buckingham and his view that Parliament was to blame for his death.• Answers might consider religious issues and his Arminian views which were attacked in Parliament.• Answers might consider the Petition of Right and the Remonstrance.• Answers might consider the impact of the Three Resolutions.• Answers might consider Charles' relationship with Parliament and the criticism he received from it.• Answers might consider the adoption by Parliament of procedures that went beyond tradition.• Answers might consider Eliot's comments in 1629.• Answers might consider that Parliament had been dissolved for a long period under James I.• Answers might consider that Charles wanted to restore stability.		
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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>
	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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