

History A

Advanced Subsidiary GCE

Unit **F963/01**: British History Enquiries
Option A: Medieval and Early Modern 1066–1660

Mark Scheme for January 2012

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Question (a) Maximum mark 30

	A01a and b	AO2a
1	13–14	15–16
2	11–12	13–14
3	9–10	10–12
4	7–8	8–9
5	5–6	6–7
6	3–4	3–5
7	0–2	0–2

Notes related to Part A:

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not be at the same level for each AO

Marking Grid for Question (a)

A0s	A01a and b	A02a
Total for each question = 30	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</p> <p>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied. 	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
Level 1	<ul style="list-style-type: none"> • Consistent and developed comparison of the key issue with a balanced and well-supported judgement. There will be little or no unevenness. • Focused use of a range of relevant historical concepts and context to address the key issue. • The answer is clearly structured and organised. Communicates coherently, accurately and effectively. <p style="text-align: center;">13-14</p>	<ul style="list-style-type: none"> • Focused comparative analysis. Controlled and discriminating evaluation of content and provenance, whether integrated or treated separately. • Evaluates using a range of relevant provenance points in relation to the sources and question. There is a thorough but not necessarily exhaustive exploration of these. <p style="text-align: center;">15-16</p>
Level 2	<ul style="list-style-type: none"> • Largely comparative evaluation of the key issue with a balanced and supported judgement. There may be a little unevenness in parts. • Focused use of some relevant historical context with a good conceptual understanding to address the key issue. • The answer is well structured and organised. Communicates clearly. <p style="text-align: center;">11-12</p>	<ul style="list-style-type: none"> • Relevant comparative analysis of content and evaluation of provenance but there may be some unevenness in coverage or control. • Source evaluation is reasonably full and appropriate but lacks completeness on the issues raised by the sources in the light of the question. <p style="text-align: center;">13-14</p>

A0s	A01a and b	A02a
Level 3	<ul style="list-style-type: none"> • Some comparison linked to the key issue. Is aware of some similarity and/or difference. Judgements may be limited and/or inconsistent with the analysis made. • Some use of relevant historical concepts and contexts but uneven understanding. Inconsistent focus on the key issue. • The answer has some structure and organisation but there is also some description. Communication may be clear but may not be consistent. <p style="text-align: center;">9-10</p>	<ul style="list-style-type: none"> • Provides a comparison but there is unevenness, confining the comparison to the second half of the answer or simply to a concluding paragraph. Either the focus is on content or provenance, rarely both. • Source evaluation is partial and it is likely that the provenance itself is not compared, may be undeveloped or merely commented on discretely. <p style="text-align: center;">10-12</p>
Level 4	<ul style="list-style-type: none"> • Some general comparison but undeveloped with some assertion, description and/or narrative. Judgement is unlikely, unconvincing or asserted. • A general sense of historical concepts and context but understanding is partial or limited, with some tangential and/or irrelevant evidence. • Structure may be rather disorganised with some unclear sections. Communication is satisfactory but with some inaccuracy of expression. <p style="text-align: center;">7-8</p>	<ul style="list-style-type: none"> • Attempts a comparison but most of the comment is sequential. Imparts content or provenance rather than using it. • Comparative comments are few or only partially developed, often asserted and/or 'stock' in approach. <p style="text-align: center;">8-9</p>
Level 5	<ul style="list-style-type: none"> • Limited comparison with few links to the key issue. Imparts generalised comment and /or a weak understanding of the key points. The answer lacks judgement or makes a basic assertion. • Basic, often inaccurate or irrelevant historical context and conceptual understanding. • Structure lacks organisation with weak or basic communication. <p style="text-align: center;">5-6</p>	<ul style="list-style-type: none"> • Identifies some comparative points but is very sequential and perhaps implicit • Comment on the sources is basic, general, undeveloped or juxtaposed, often through poorly understood quotation. <p style="text-align: center;">6-7</p>

A0s	A01a and b	A02a
Level 6	<ul style="list-style-type: none"> • Comparison is minimal and basic with very limited links to the key issue. Mainly paraphrase and description with very limited understanding. There is no judgement. • Irrelevant and inaccurate concepts and context. • Has little organisation or structure with very weak communication. <p style="text-align: center;">3-4</p>	<ul style="list-style-type: none"> • Little attempt to compare. Weak commentary on one or two undeveloped points, with basic paraphrase. Sequencing is characteristic. • Comments on individual sources are generalised and confused. <p style="text-align: center;">3-5</p>
Level 7	<ul style="list-style-type: none"> • Fragmentary, descriptive, incomplete and with few or no links to the key issue. There is little or no understanding. Much irrelevance. • Weak or non-existent context with no conceptual understanding. • No structure with extremely weak communication. <p style="text-align: center;">0-2</p>	<ul style="list-style-type: none"> • No attempt to compare either content or provenance with fragmentary, brief or inaccurate comment. • Makes no attempt to use any aspects of the sources. <p style="text-align: center;">0-2</p>

Question (b) Maximum mark 70

	A01a and b	AO2a and b
1	20–22	42–48
2	17–19	35–41
3	13–16	28–34
4	9–12	21–27
5	6–8	14–20
6	3–5	7–13
7	0–2	0–6

Notes related to Part B:

- (iv) Allocate marks to the most appropriate level for each AO
- (v) If several marks are available in a box, work from the top mark down until the best fit has been found
- (vi) Many answers will not be at the same level for each AO

AOs	A01a and b	Ao2a and b
Total mark for the question = 70	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</p> <p>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied. 	<p>As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</p> <p>Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</p>
Level 1	<ul style="list-style-type: none"> • Convincing analysis and argument with developed explanation leading to careful, supported and persuasive judgement arising from a consideration of both content and provenance. There may be a little unevenness at the bottom of the level. • Sharply focused use and control of a range of reliable evidence to confirm, qualify, extend or question the sources. • Coherent organised structure. Accurate and effective communication. <p style="text-align: center;">20-22</p>	<ul style="list-style-type: none"> • A carefully grouped and comparative evaluation of all the sources with effective levels of discrimination sharply focused on the interpretation. • Analyses and evaluates the strengths, limitations and utility of the sources in relation to the interpretation. Uses and cross references points in individual or grouped sources to support or refute an interpretation. • Integrates sources with contextual knowledge in analysis and evaluation and is convincing in most respects. Has synthesis within the argument through most of the answer. <p style="text-align: center;">42-48</p>

AOs	A01a and b	Ao2a and b
Level 2	<ul style="list-style-type: none"> • Good attempt at focused analysis, argument and explanation leading to a supported judgement that is based on the use of most of the content and provenance. • A focused use of relevant evidence to put the sources into context. • Mostly coherent structure and organisation if uneven in parts. Good communication. <p style="text-align: center;">17-19</p>	<ul style="list-style-type: none"> • Grouped analysis and use of most of the sources with good levels of discrimination and a reasonable focus on the interpretation. • Analyses and evaluates some of the strengths and limitations of the sources in relation to the interpretation. May focus more on individual sources within a grouping, so cross referencing may be less frequent. • Some, perhaps less balanced, integration of sources and contextual knowledge to analyse and evaluate the interpretation. Synthesis of the skills may be less developed. The analysis and evaluation is reasonably convincing. <p style="text-align: center;">35-41</p>
Level 3	<ul style="list-style-type: none"> • Mainly sound analysis, argument and explanation, but there may be some description and unevenness. Judgement may be incomplete or inconsistent with the analysis of content and provenance. • Some relevant evidence but less effectively used and may not be extensive. • Reasonably coherent structure and organisation but uneven. Reasonable communication. <p style="text-align: center;">13-16</p>	<ul style="list-style-type: none"> • Some grouping although not sustained or developed. Sources are mainly approached discretely with limited cross reference. Their use is less developed and may, in parts, lose focus on the interpretation. There may be some description of content and provenance. • Is aware of some of the limitations of the sources, individually or as a group, but mostly uses them for reference and to illustrate an argument rather than analysing and evaluating them as evidence. There is little cross referencing. • There may be unevenness in using knowledge in relation to the sources. Synthesis may be patchy or bolted on. Analysis and evaluation are only partially convincing. <p style="text-align: center;">28-34</p>

AOs	A01a and b	Ao2a and b
Level 4	<ul style="list-style-type: none"> • Attempts some analysis, argument and explanation but underdeveloped and not always linked to the question. There will be more assertion, description and narrative. Judgements are less substantiated and much less convincing. • Some relevant evidence is deployed, but evidence will vary in accuracy, relevance and extent. It may be generalised or tangential. • Structure is less organised, communication less clear and some inaccuracies of expression. <p style="text-align: center;">9-12</p>	<ul style="list-style-type: none"> • Sources are discussed discretely and largely sequentially, perhaps within very basic groups. Loses focus on the interpretation. The sources are frequently described. • May mention some limitations of individual sources but largely uses them for reference and illustration. Cross referencing is unlikely. • An imbalance and lack of integration between sources and knowledge often with discrete sections. There is little synthesis. Analysis and explanation may be muddled and unconvincing in part. <p style="text-align: center;">21-27</p>
Level 5	<ul style="list-style-type: none"> • Little argument or explanation, inaccurate understanding of the issues and concepts. The answer lacks judgement. • Limited use of relevant evidence or context which is largely inaccurate or irrelevant. • Structure is disorganised, communication basic and the sense not always clear. <p style="text-align: center;">5-8</p>	<ul style="list-style-type: none"> • A limited attempt to use the sources or discriminate between them. The approach is very sequential and referential, with much description. Points are undeveloped. • There is little attempt to analyse, explain or use the sources in relation to the question. Comment may be general. • There is a marked imbalance with no synthesis. Analysis and explanation are rare and comments are unconvincing. <p style="text-align: center;">14-20</p>
Level 6	<ul style="list-style-type: none"> • There is very little explanation or understanding. Largely assertion, description and narrative with no judgement. Extremely limited relevance to the question. • Evidence is basic, generalised, patchy, inaccurate or irrelevant. • Little organisation or structure with poor communication. <p style="text-align: center;">3-4</p>	<ul style="list-style-type: none"> • Very weak and partial use of the sources for the question. No focus on interpretation. • A very weak, general and paraphrased use of source content. • No synthesis or balance. Comments are entirely unconvincing. <p style="text-align: center;">7-13</p>

AOs	A01a and b	Ao2a and b
Level 7	<ul style="list-style-type: none"> • No argument or explanation. Fragmentary and descriptive with no relevance to the question. • No understanding underpins what little use is made of evidence or context. • Disorganised and partial with weak communication and expression. <p style="text-align: center;">0-2</p>	<ul style="list-style-type: none"> • Little application of the sources to the question with inaccuracies and irrelevant comment. Fragmentary and heavily descriptive. • No attempt to use any aspect of the sources appropriately. • No contextual knowledge, synthesis or balance. There is no attempt to convince. <p style="text-align: center;">0-6</p>

Question	Answer	Marks	Guidance
1 (a)	<p>The Sources are similar in that they agree that the Norman army was ravaging the countryside – <i>much damage</i> and <i>ravaging all they overran</i> in Source A and <i>killing anyone who resisted</i> in Source B. Source A, the Anglo-Saxon Chronicle, adds that the damage was so extensive that it enforced the submission of the English and Source B, the Penetential, concurs in that resisters of the Normans have been killed. Berkhamstead is some distance from Hastings which suggests the Norman behaviour has spread over a wide area, while the apparent need to draw up a special penitential for the circumstances shows the situation was common.</p> <p>The Sources differ in their different reactions to the events. Source A implies much of the misbehaviour could have been avoided by an earlier submission and says William gave undertakings as a result of the oaths made by the English. Source B makes a clear distinction between killing in pursuit of supplies and in looting and also between the time before and after William was crowned and anointed and thus became a legitimate king. Hence, killing those who resist the king becomes more acceptable.</p> <p>The provenance and context of the Sources should be used to evaluate these similarities and differences. Both Sources can be viewed as reliable as both are quite balanced and record events in a largely factual and objective way. In Source A the Anglo-Saxon Chronicle recognises the shortcomings on the English side, but is also critical of the apparent failure of William to keep his word and the implication is that Ealdred would not crown him until he had promised to be a good ruler. The Chronicle normally takes a line favourable to the Anglo-Saxons and Source B would bear out the view that the Saxons were not necessarily beaten. That Ealdred was able to make a stipulation shows William might have felt some remorse. The Norman bishops in Source B are even-handed by the standards of the day. There was a clear hierarchy of crimes. After the coronation murder is recognised as such whoever it was, beneath that comes 3 years of penance for killing a person resisting the lawful king, or for killing while looting, an unlawful occupation. The least penalty is for killing a person resisting the king when William was seeking supplies after Hastings and before his coronation. Stealing from a church is punished by enforced restitution. No-one is easily pardoned or justified. The bishops are looking back after a few years of Norman rule and passions may have cooled, but they see the need to acknowledge faults on the part of the Norman invaders</p>	30	<p><u>Focus: Comparison of two Sources</u> No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Source ‘as evidence for.....’ The Headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>A supported judgement should be reached on their relative value as evidence. No set conclusion is expected, but substantiated judgement should be reached for the top levels of the Mark Scheme.</p>

Question	Answer	Marks	Guidance
(b)	<p>The Sources contain references to different interpretations, so they may be grouped according to their view. The supporting view, that William was soon in authority, is found mostly in Source A, the Chronicle, and to an extent in Sources C, Orderic Vitalis, and E, the modern historian. The opposing view, that resistance was experienced, is mainly outlined in Sources B, the Penetential, D, the Abingdon chronicle, and parts of C.</p> <p>The supporting argument is seen in Source A where William is crowned at Westminster by the archbishop of York in the same way as Harold had been, thus showing continuity. Source C mentions William's determination to win people over to accept his authority, while Source E argues that the English had no alternative and that the leading churchmen particularly were ready to work with William. Even Stigand, eventually to be deposed from Canterbury, worked in William's administration for a time. The provenance of Source C indicates the view of the writer that William had behaved very well towards the rebels in Exeter and given them a good deal of leeway. But candidates could provide plenty of examples to show William in a less merciful mood.</p> <p>The opposing argument is that there was real resistance to William. Source A shows there was opposition, even if it was overcome, and William presumably was not that taken with the genuineness of the submission if he took hostages and oaths from the English. Source B is clear that resistance continued, even after the coronation of William, while Source C indicates wanton resistance, even if it proved futile. William does appear more conciliatory here in that he tries to protect the possessions of the citizens of Exeter once they have surrendered. But he also chose a site for a castle with which to maintain his power showing, again, he may not have felt the surrender was entirely genuine. Source D makes very clear the unease felt by the invaders so that even churchmen needed armed escorts and corroborates the point made in Source C about the building of castles. The king was clearly involved in this defence, showing he saw a real threat and did not feel his authority was accepted. Source E suggests the English had greater potential for resistance than they realised in that London and the leading earls could have rallied the opposition. Candidates could argue from their contextual knowledge that William was far from being universally accepted. In the west beyond Exeter there was a minimal Norman presence and it took time for the Normans to penetrate northwards. The extensive rebellions against William could also be cited to show the extent of the resistance, especially as Normanisation proceeded (Source C and D). However candidates may point out that there was some continuity in methods and personnel in government in the early Norman period (Abbot Athelhelm in D) which muted initial resistance enabling a more easy assertion of William's authority.</p>	70	<p><u>Focus: Judgement in context, based on a set of Sources and own knowledge.</u></p> <p>Successful answers will need to make use of all five Sources, testing them against contextual evidence and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>Supported overall judgement should be reached on the extent to which the Sources accept the interpretation in the question. No specific judgement is expected.</p>

Question	Answer	Marks	Guidance
2 (a)	<p>The Sources are similar in content in that they both discuss Catholic rebels resisting Protestant religious change. Both associate the rebels with the papacy. 'Extreme papists' are said to have devised rebel demands in Source B for 'the advancement, glory and greed of the bishop of Rome' and in Source E rebel leaders are said to have 'pretended a popish holiness'. In both sources, rebels are proclaimed to be traitors, 'enemies to God, our sovereign and the whole realm' in Source B, and 'treasons, directly against holy scripture, the laws of this realm and the ancient prerogative of the imperial crown' in Source E. In both sources, the rebels have been misled by their leaders - in Source B 'seduced' and in Source E 'deluded' and there is the implication that they might escape punishment if they disperse.</p> <p>Source content also differs in light of its audience, Source B pointing out their 'ignorance' and 'lack of understanding' to the 'unlearned' common people in whose name demands have been made, whereas Source E, hints at pardon for the educated classes claiming that the Northern Earls have only pretended to have the backing of the nobility. Contextual knowledge might be used to point out that the Western rebellion was mostly popular in nature, whereas the Northern Earl's rebellion arose out of rivalry between court factions and the loss of noble patronage as well as religion. In Source B the common people are seen as 'unwilling traitors'. This might be explained by the difference in authorship. Source B is written by the Protestant Archbishop Cranmer, who is unwilling to believe that people still hold on to the corrupt Roman Catholic religion in context of the Break with Rome and introduction of the First Book of Common Prayer on behalf of the Protestant King Edward VI and his minister the Duke of Somerset. His Christian charity might be seen as typical, and his authority national as primate of England. In contrast, the authorship of Source E is a military commander and politician, President of the Council of the North, where the Northern Earls rebellion takes place. The difference in context is that local government had developed by Elizabeth's reign and this is a more local method of discrediting rebel leaders, rather than lower class rebels. The attack is more personal and blackens the reputation of Northumberland and Westmoreland, as having 'led immoral lives', discrediting their pretended religious aims. Only in Source E is there direct claim that rebellion will bring in foreign domination, but this is also implied by the advancement of the bishop of Rome in Source B.</p>	30	<p><u>Focus: Comparison of two Sources.</u></p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p>

Question	Answer	Marks	Guidance
	<p>The tone of both sources is similarly emotive - 'extreme', 'wilful', 'crafty', 'seduced', 'deluded', 'perpetual misery' and 'foreign domination' implying that rebel leaders have lied to their supporters. However, Source E is in the form of a proclamation by a royal official, whereas Source B is less formal and more personal to the rebels themselves. Source B might therefore be seen as more subjectively religious, and Source E more military and political. A substantiated judgement is required for the top levels of the Mark Scheme.</p>		
(b)	<p>The Sources may be grouped by interpretation. The argument for appealing to loyalty is in Sources A, B, C and D, whereas Sources B, D and E discredit rebel aims as treason. Source C and the authorship of Source E hint at the threat of force.</p> <p>The appeal to loyalty in Sources A, C and D is written by monarchs themselves, with an authoritative tone, 'our status' in Source C, although Mary is not yet accepted as queen, and 'the same royal rights as my father' in Source D. However, their tone differs due to gender: in Source A Henry VIII is indignant - 'I marvel that ignorant people take upon themselves to instruct their king' while in Source D Mary I is cajoling: 'I, being your lady and mistress, tenderly love and favour you in return', and in Source C magnanimous: 'gracious', 'trust'. Both suggest that subjects must be loyal because Tudor monarchs fulfil their duties to their subjects and pardon them mercifully, which might be evaluated using knowledge of reprisals against rebels. Henry VIII in Source A claims to have brought prosperity to the commonwealth and earned loyalty by costly defence of frontiers, and Mary in Source C also claims loyalty in consideration of the 'good of the country and all honours'. In Sources C and D Mary's claim to loyalty draws on tradition, inheritance and 'the rightful cause God shall support'. Likewise in Source A Henry 'always maintained the Christian faith'. Knowledge might include the Great Chain of Being, the monarch as God's anointed and the oaths to the Acts of Supremacy and Succession. Mary defends of 'our religion' in Source D appealing to unity and loyalty.</p> <p>Sources B, D and E portray rebels as traitors to disperse them rather than having to use force against them, a point which might be extended using knowledge of the lack of police or a standing army, and dependence on gentry-raised militia. The difficulties of Russell as context of Source B might be used to develop this point, and some might mention Kett's Rebellion which is not in the Sources, hence a limitation of the set. Sources B, D and E all mention treason with a hint of punishment by hanging, drawing and quartering, though they are keen to enlighten and pardon 'innocent' rebels deluded or seduced by lying rebel</p>	70	<p><u>Focus: Judgement in context, based on the set of Sources and own knowledge.</u></p> <p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>A supported overall judgement is required on the extent to which the Sources accept the interpretation in the light of the changing religious context. No specific judgement is expected.</p>

Question	Answer	Marks	Guidance
	<p>leaders or foreign papists. In Source E, the Earls are personally attacked, and the provenance of Sources B and E, royal servants, brings a more subjective element with the purpose of defending the church, political office or local conciliar authority. The audience of Source D are not themselves rebels and the purpose is to prevent Londoners joining Wyatt's men.</p> <p>Force is hinted at in Source C: 'to avoid bloodshed and vengeance', not to have to use 'other true subjects and friends', which some of the best candidates might infer to mean Charles V, to deal with the 'assembled rebel force' which Mary fears. The link to Spain is also in Source D, but the marriage is claimed to be an excuse for religious rebellion, to divert opposition away from her unpopular decision to marry Philip, so might be seen as less reliable.</p>		
3	<p>(a)</p> <p>The Sources are similar in content, as both have attitudes concerning the King, the House of Lords, the laws, financial issues, war service and debt. Both Sources wish to end imprisonment for debt and adjust finances for the benefit of the people - Source D to end taxes, Source A to absorb royal income into the public treasury. Both wish to end conscription and forced war service. Source A is written in context of Lilburne's imprisonment for requesting religious liberty, which Source D puts forward as a grievance. Source D denounces negotiations with the King whilst Source A wishes Parliament to declare his wickedness at a time when it is drawing up the Newcastle Propositions.</p> <p>The Sources are different in that only Source D champions the practical problems of the poor and traders and the pay grievances of the army. The Sources are also different in content on the common themes. Source A lays more emphasis on the power of the people, whereas the army is more specifically referred to in Source D. In Source A, the political attitudes are for royal and parliamentary authority to be in trust for the people and for the Lords to lose their power, while in Source D attitudes towards government are more moderate - the authority of the king and Lords are accepted and the aim is to clarify their duties. In Source A parliament is to be freely chosen annually, whereas in Source D a more moderate attitude wishes a time fixed to end the present Parliament. While Source A demands freedom of the press, Source D demands freedom of religion and equality before the law, with trial by jury. D also takes the attitude that no laws should be allowed to give common ownership or abolish property.</p>	30	<p><u>Focus: Comparison of two Sources.</u></p> <p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the Sources 'as evidence for ...'.</p> <p>The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>No set conclusion is expected, but substantiated judgement is required for the top levels of the Mark Scheme.</p>

Question	Answer	Marks	Guidance
	<p>The provenance and context of the Sources should be integrated into the comparison. The common context of Source A and D is negotiations with the king, the first at the time of the Newcastle Propositions, the second a week before the Newport negotiations when Charles hoped to exploit divisions among his enemies. Whereas Source A is a protest, claiming very wide support, with a forceful, threatening tone, 'heed these warnings'. By contrast, Source D is a petition, restrained and official in tone, laying out practical, rather than vague ideological aims, e.g. 'trials by jury' as opposed to Source A. The Second Civil War has confirmed the power of the army, so a petition to parliament is likely to be less productive. The Leveller agenda has become more organised and moderate in light of senior army support dwindling during 1647 and the imprisonment of Leveller leaders, as referred to in the introduction to Source A. The more moderate Levellers, having allied with agitators in the politicised army, reflect their grievances in Source D. They try to attract support from traders and common people by some demands and to distance the Levellers from extremist groups such as the Diggers, Ranters, Fifth Monarchists and Muggletonians, knowledge of whom might be used to evaluate the moderate attitudes in Source D, especially on property.</p>		
(b)	<p>The Sources contain references to both sides of the argument, so they may be grouped by interpretation. Sources A, B and C suggest that the Levellers demands were too extreme <i>for the time</i> to persuade parliament or the senior officers of the army, and Source C supports the view with their impact on army discipline was dangerous. Sources E suggests that many Levellers were moderate and just, and Source D supports this in the demand on property. But E blames a minority of extremists and, similarly to C, suggests that the self-interest of the propertied classes and Army Council led them to give all Levellers a bad name unfairly.</p> <p>The argument that the Levellers were dangerous extremists in the eyes of Parliament and the propertied classes is in Sources A and B, and of senior army officers in Sources B and C. Source A demands a government based on the people's trust, and this is developed by Rainsborough's statement in Source B that no man need submit to a government he has not consented to. Own knowledge might be used to evaluate the revolutionary nature of this view <i>for the time</i> in light of the domination of parliament by the landed classes and the gentry background of most army officers. However, Leveller leaders were also gentlemen and the need to defend merchants and traders appears in the terms of Source D. The challenges to the King and the House of Lords in Source A</p>	70	<p><u>Focus: Judgement in context, based on the set of Sources and own knowledge.</u></p> <p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p>

Question	Answer	Marks	Guidance
	<p>are other extreme aspects of Leveller aims. The common context of Source A and D is negotiation with an untrustworthy king, at Newcastle and Newport. The tone of Source A is more extreme and forceful than that of Source D, and the title of Source A suggests widespread, thus dangerous, support, but this is unreliable, as the Levellers are only just forming and their strength is merely asserted. Sources B and C might be developed with knowledge of the Agreement of the People, the extreme and dangerous nature of which, <i>for the time</i>, is central to the content of both Sources. The provenance of Source C, Fairfax's secretary informing Parliament, might be seen as subjective and limited, e.g. Cromwell is not mentioned by name, and the purpose might be propaganda to damage Leveller reputations in Parliament and the army.</p> <p>The counter-argument that the Levellers were moderate <i>for the time</i> is in Sources E and D. Lucy Hutchinson's claim that Leveller demands were reasonable and just, might be cross-referenced with moderate terms in Source D. In Source D Levellers try to live down claims of 'dangerous extremism', unlike other radical groups demanding common ownership of land and removal of property rights. Knowledge of Diggers etc might be used to evaluate the interpretation comparatively <i>for the time</i>. However, the purpose and date of Source E in later justifying her husband's association with the Levellers makes Lucy less reliable, as does the anonymity of Source D. The reason for their anonymity in Sources A and D might be linked to censorship and possibly religious differences between Presbyterians and Independents in light of the question. The argument in Source E that the propertied classes were self-serving in condemning the Levellers might be linked with Source B to extend the counter-argument. A supported overall judgement is required on the extent to which the Sources accept the interpretation in the light of knowledge and Source limitations. It is up to candidates to assess and decide upon relative importance here, there being no set conclusion.</p>		

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