

Mark Scheme (Results)

Summer 2012

GCE History (6HI03/A)

Unit 3: Depth Studies & Associated
Historical Controversies

Option A: Revolution & Conflict in England

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>

3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>

5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: A01a and A01b (7% - 16 marks) A02b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

A01a and A01b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>

5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70

% weighting	20%	10%	30%
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Section A

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
1	<p>This question targets the last years of Henry VIII's reign and that of Edward VI and in particular the issue of factional rivalry at the Tudor Court. At the lower levels expect a narrative of the events of 1539-53. At level 3 and above there will be a clear address to the issue of 'Faction' and at the higher part of this level and above, a clear address to its causes in terms of the question. At level 3 there may be a far greater focus on personal ambitions than religious differences or vice-versa. Expect extensive comment on the downfall of Cromwell and the plots against Cranmer and Catherine Parr. Candidates may draw attention to the downfall of the Courtneys in the South West brought about by Cromwell before his own fall. Candidates are likely to be aware of the downfall of the Howards and Gardiner in 1546 leaving the scene apparently clear for the Seymours, and their allies Thereafter the bitter struggles around the young King are likely to produce coverage of the fall of Thomas Seymour, the downfall of Edward as Lord Protector and the subsequent struggle between Dudley and Wriothesley, Dudley and Seymour and possibly Dudley's final attempt to deny Mary her throne. In many of these the interplay of the personal and religious is obvious and candidates should be rewarded for recognising the linkage, e.g. the Howard v Cromwell battle in 1540, The Howard v Parr and Seymour in the 40s and even the Wriothesley struggle first to bring down Edward Seymour and then the struggle with Dudley in the early part of 1550. Do reward those candidates who point up examples that appear purely personal, e.g. the struggle between the two Seymour brothers or even that between Dudley and Seymour. Candidates who do produce a causal analysis addressing both factors will gain at least level 4. Possibly at level 5, candidates will also address the very particular circumstances that encouraged faction at this time. It can be argued that Henry was increasingly open to manipulation and this produced dangerous rivalries in both court and government The ascent of a young boy enhanced this tendency, but there was nothing new in having factional struggles and religious differences merely added a new dimension of bitterness.</p>	30

Question Number	Indicative content	Mark
2	<p>This question addresses the nature of Tudor government in these years and asks candidates to assess the role of the Privy Council in the government of England. Candidates may be aware of the developments in August 1540 when a clerk was appointed and regular minutes kept and of its regular daily meetings addressing a whole range of government business. At level 3 there may simply be a case argued that it was the centre of government with illustration from membership and crucial decisions taken and business conducted. There may be reference to its conduct of diplomacy, its relationship with the shires and even the judicial functions. At level 4 there will be a real debate with reference to the importance of the personal role of Henry VIII who often did not attend or took decisions with one or a handful of councillors and in consequence the importance of the Privy Chamber is likely to be discussed. Candidates may be aware of the balance of religious opinion with conservatives dominating the Council but reformers being dominant in the Chamber and the victory of the latter in 1546. Under Somerset candidates may argue that the Council took a back seat to the household of the Protector and this in part explains his downfall. The restoration of the Council's authority and centrality under Dudley may be advanced on the other side of the argument with possible reference to his choice of title i.e. Lord President (of the Council).</p>	30

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
3	<p>This question targets the nature of the so-called personal rule of Charles I from 1629 to 1640. At the lower levels expect a narrative of the events of these eleven years with minimal address to the issue of 'serious opposition'. A description of royal policies is likely to dominate. At level there should be a focus on opposition but perhaps limited knowledge of the chronology. A simple agreement with the assertion in the question is likely, with reference to ship money and the Hampden Case in England and the marked resistance in Scotland from July 1637 to the attempt to introduce the prayer book. This is likely to be developed with knowledge of the Covenant and the First Bishops' War. At level 4 and above there will be a real attempt to evaluate the seriousness of opposition, possibly with reference to the unpopularity of some measures in England prior to 1637, e.g. Forest Fines with only limited payment, but also the success in collecting ship money and fines in distraint of Knighthood (£190,000 pa in the first three years)The success in raising revenue to totals unreached prior to 1629 and the relative quietness of England and Ireland up to the calling of the Short Parliament in 1640 can be set against the obvious case of serious opposition in Scotland. At level 5 there will be a broad evaluation of the seriousness of opposition touching upon finance, religion and other policies associated with Charles, Wentworth and Laud.</p>	30

Question Number	Indicative content	Mark
4	<p>This question is focused on the relationship between Charles II and the Cavalier Parliament from 1661 to 1667. At level 2 and below expect a narrative of salient events with probably extended descriptions of the so-called Clarendon Code and the attacks on Clarendon, culminating in his impeachment in 1667. At level 3 there will be explicit address to the 'difficulty' of the relationship, probably in agreement with the opinion shown in the question. This is likely to be illustrated by reference to the frustration of the King's religious inclinations and resistance to the Declaration of Indulgence. The suspicion shown by MPs over the administration of royal expenditure during the Dutch War is also likely to figure. At level 4 there should be a real debate with the obvious areas of conflict set against areas of accommodation. The restoration of ample royal powers, greater than existed at the end of 1641, and the unintentional nature of the under-funding of royal government may be advanced. It can be argued that Parliament simply failed to understand that the £5 million voted for the Dutch War was quite inadequate compared with the £11 million spent by the Dutch and although this proved difficult it was unintended. It may also be argued that Charles quite happily cooperated with Parliament in the attacks on Clarendon, glad to be rid of him. Areas of cooperation will be set against areas of conflict in a broad analytical evaluation at level 5.</p>	30

Section B

A1 Protest, Crisis and Rebellion in England, 1536-88

Question Number	Indicative content	Mark
5	<p>The three sources include a range of points about the origins and seriousness of Wyatt's Rebellion, with conflicting implications for a response to the question. Source 1 lays emphasis on a major point regarding the geography of the rebellion and the proximity of Kent to the seat of government. Source 2 makes somewhat different points, drawing attention to the limited support Wyatt received in his native county but drawing attention to the more worrying phenomenon that there was support in the capital itself. Source 3 can be used to minimise the threat by its emphasis on the premature nature of the rising and the failure of other planned outbreaks and the failure of London to rally to Wyatt's cause for various reasons. On the other hand it might be used inferentially to support the notion that the success of the rising was touch and go and failure was dependant on various contingent factors.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be assembled into a narrative, but at level 2 and above candidates will draw out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the seriousness of the threat even if many points are not addressed or developed. At level 4 they will both support and challenge the degree of seriousness and use contextual knowledge of the historical debate and of the period itself or to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will apply such knowledge to offer a judgement on their relative strengths and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints.</p>	40

Question Number	Indicative content	Mark
6	<p>This question clearly focuses upon the significance of Parliament in these years and the three sources offer differing perspectives. Source 4 can be used to support the proposition, i.e. the short time that parliaments sat and their relative infrequency and their subordination to the will of the Queen in terms of their dismissal and her willingness to veto bills. The source can also be used to counter the proposition, i.e. the reference to the voting of money and the making of legislation. Source 5 can be used to support the proposition with its reference again to the Queen's power to stop unwanted bills and its playing down of parliament to an irritant rather than a serious opponent. On the other hand inferentially, the point might be made that despite their irritating habits the Queen still needed them. The final source again is ambivalent in the debate: on the one hand stressing the failure of religious reformers to get their way but on the other hand the appreciation that the Queen had of the theoretical importance of the challenge made in parliament and her acceptance that her authority was subject to parliamentary statute.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be assembled into a narrative, but at level 2 and above candidates will draw out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess Parliament's significance. At level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself, or to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will apply such knowledge to offer a judgement on their relative strengths and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints.</p>	40

A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
7	<p>This question clearly invites candidates to either agree with the proposition that attitudes to Charles I were central to side-taking, as argued in Source 7, or to argue, as does Source 8, that religious divisions played a major part. Source 9 offers some support to Source 7 with its emphasis on differing motives of MPs in the crucial vote on the Grand Remonstrance but widens the issue from personal predilections to conservative and radical inclinations, hinted at in 7. Source 8's initial sentence might be used to indicate that although this passage stresses religious divisions, there are other issues, something suggested by the title of the book, 'The Noble Revolt'.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be assembled into a narrative, but at level 2 and above candidates will draw out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the nature of side-taking. At level 4 they will both support and challenge the primacy of attitudes to the person of Charles I in determining the division and use contextual knowledge of the historical debate and of the period itself, or to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will apply such knowledge to offer a judgement on their relative strengths and/or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints.</p>	40

Question Number	Indicative content	Mark
8	<p>This addresses the issue of how far Cromwell should be seen as factor in promoting stability through his personal initiatives. Source 11 draws attention to various examples of Cromwell determining the political outcome in important issues. These will be developed with contextual knowledge and it might be debated whether his decision to reject the crown contributed to instability or the continuation of the regime. Source 10 can be used to counter the proposition in the question by its emphasis on the continuity in local government and the lack of interference from Cromwell and his supporters in London, although the more astute will pick up on the reference to the rule of the major-generals as an exception and possibly an important one. Source 12 can in part be used to refute the proposition with its emphasis on Cromwell's importance to the continuity of the regime. Candidates will pick up on the reference here to Cromwell's desire for the legitimacy conferred by parliament and his unwillingness to rule by the sword alone.</p> <p>Responses at level 1 may well take the sources at face value as simple sources of information to be assembled into a narrative, but at level 2 and above candidates will draw out the implications of the arguments and attempt to support and/or challenge them by both cross referencing the sources and/or applying contextual knowledge. At level 2 the analytical focus will probably be weak, and there may be long descriptive passages of either the texts or historical events. At level 3 candidates will be able to utilise both the texts and own knowledge to assess the importance of Cromwell's individual initiatives. At level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself, or to evaluate the claims made in the sources and/or offer different hypotheses. At level 5 they will apply such knowledge to offer a judgement on their relative strengths and /or to resolve the conflicts and offer an alternative hypothesis that successfully combines elements from different standpoints.</p>	40