

GCE

History A

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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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Subject specific instructions for this question paper

Candidates should answer on only one Option. They should answer questions (a) and (b) on that Option. If they answer on more than one Option then the higher mark should be awarded. Do not allow marks across more than one option. If they answer on Q(a) comparing the wrong source or sources then no more than a high L6 mark can be awarded. If fewer than the 5 sources on Q(b) are used then the next level down from the one awarded otherwise awarded is given, although please use professional judgement here.

MARK SCHEME FORMAT 1

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>Study Sources B and C. Compare these Sources as evidence for the character and behaviour of church leaders.</p> <ul style="list-style-type: none"> The Sources are similar in content in that they both that it was important for church leaders to be of good character and behaviour. Both agree that church leaders should be men of learning. Both agree that leaders of poor character should amend their ways, forcibly if necessary. The Sources also differ in that Source B suggests that the legates were suitable in character and the chaplains were men of excellent character, while Source C suggests that the bishop of Elmham was far from being a worthy character and his behaviour left much to be desired. In Source B the men of good character all come from the continent, while in C the bishop is in an English see. Regarding the provenance and context of the Sources, Source B comes from a Norman, who was often critical of the Anglo-Saxon church and its standards and might well wish to suggest that clerics from elsewhere were better behaved. Source C by Lanfranc himself, shows his desire to improve the standards of behaviour in the English Church and candidates could be aware that he found this an uphill struggle. Source B gives more examples so could be seen as a better Source, but candidates could use contextual knowledge to refer to other church leaders in England. 	30	<ul style="list-style-type: none"> The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. Always award at the top of the Level unless there is good reason for not doing. No set answer is expected, but candidates need to compare the content (A01), evaluating such matters as authorship, dating, utility and reliability, so using the Source 'as evidence for.....' (A02) The comparison must be for the key Issue – as evidence for the character and behaviour of church leaders. If the focus is general a L4 for A01 or below is to be awarded. The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for A01 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at A01 there needs to be some succinct development and explanation. Provenance may be integrated or separate but it needs to be used comparatively for levels 1-2 at A02 and must not be generic or 'stock'. Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 A01 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. Formulaic responses where generic source qualities

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				<p>predominate or are ticked off at the expense of what is in the sources are to be awarded at Level 4 and below for A02.</p> <ul style="list-style-type: none"> • Judgements, based on the quality of content and compared provenance, are required for Levels 1-3 at A01. Unconvincing or no judgement is rewarded at L4 or below. Judgement on the topic rather than on the sources is a reason for placing in Level 4 or below but do not place in this level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially provenance. • Candidates may judge both equally valid.
1	b	<p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that Lanfranc had complete authority over the English Church.</p> <ul style="list-style-type: none"> • The supporting view that Lanfranc had complete authority is found in Sources A, C and E. • The opposing view that there were other sources of authority is found in Sources B and D. • The supporting view in Source A, from the Anglo-Saxon Chronicle suggests Lanfranc was able to take a strong line with a recalcitrant archbishop of York. Source C, Lanfranc himself, bears this out with its equally firm reproof to the bishop of Elmham for his lax ways. Source E, William of Malmesbury makes it clear that 	70	<ul style="list-style-type: none"> • The question is to assess how the 5 sources contribute to or challenge a given interpretation. The focus must be on the sources, a use of their content and relative utility for the question. Award A01 Levels 1-3 according to a candidate's ability to do this. If there is some grouping for a two-sided argument than a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below. • A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid point from the sources for the argument and question.

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	<p>Lanfranc was so powerful that even the king took notice of what he said, despite it not being to royal advantage.</p> <ul style="list-style-type: none"> • The opposing argument that there were other authorities is found in Source B, Orderic Vitalis where the authority is being exercised by papal envoys, the king and by a Synod, rather than by Lanfranc. Source D, Eadmer, makes it clear that William was very much in control of relations with Rome and Source B backs this up. • Contextual knowledge could be used to argue that Lanfranc was able to make good his claim that the archbishopric of York was subservient to that of Canterbury and that through the Church Councils he held he was able to introduce a reform programme and improve the diocesan system. There could also be an argument that royal authority prevailed in relations with Rome. Lanfranc only visited Rome once and even that infuriated William. William refused to do fealty to the pope. • For provenance candidates might indicate that Source A implies some criticism of Lanfranc for his loss of temper, but that Source C, rather obviously will favour Lanfranc's actions. Source E reflects the view of a monk's writings, looking back on Lanfranc as an admirable church leader. Source B has some prejudice against the English Church, while Source D could be taken as reliable, written by a monk who supported church leaders in general, but here seems to think William was justified, although the tone does not give very much away. 		<ul style="list-style-type: none"> • Always award at the top of the Level unless there is good reason for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for A01. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at A02 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend or question it), Levels 1-3 for A01. • Evaluation of the sources for the question (the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for A02. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. • Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at A02 Level 4 and below. • To award Levels 3 and above for A02 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this place in a Level 3 or below (unconvincing) for A02. Check the extent of

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			<p>assertions made.</p> <ul style="list-style-type: none"> • A judgement based on the sources is required for Levels 1-2 at A01. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However this must be balanced against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered. • Be impressed by cross reference within and between groupings (Levels 1 and 2 for A02). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B, and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments, especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement. • Candidates do not have to be exhaustive in approach to content and especially provenance. Please mark what is front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.

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2	a	<p>Study Sources A and D. Compare these Sources as evidence for the causes of social and economic problems in this period.</p> <ul style="list-style-type: none"> • Context is that pressures of the rising population and resulting inflation had caused economic problems. Increases in rents were imposed by landowners, who needed to maximise their income to pay higher prices for goods. This then impinged on the tenant classes. Enclosure was often blamed by the peasantry, but was not the major cause of problems. • Similarities are that they both see greed as a cause of unrest and comment on the especial greed of rich men and landowners. Both refer to enclosures as causing problems. • Differences relate to the detail in the Sources, with Source A claiming that fuel and food are too expensive as landowners will not sell at a lower price, while Source D concentrates on the disregard of the proclamations banning enclosures and the high entry fines being charged as causes of problems. • Provenance could be discussed by considering that both writers were sympathetic in outlook to the rebels. Source A, from a Protestant clergyman has a moralistic outlook. Source D comments on the loss of common land, a particular issue for the Commonwealth writers. • Judgement - both are equally valid in the points they make. Source A is more scathing in its condemnation of the rich and inclined to exaggeration, while Source D takes a legalistic 	30	<ul style="list-style-type: none"> • The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. • Always award at the top of the Level unless there is good reason for not doing. • No set answer is expected, but candidates need to compare the content (A01), evaluating such matters as authorship, dating, utility and reliability, so using the Source 'as evidence for.....' (A02) • The comparison must be for the key Issue – as evidence for causes of social and economic problems. If the focus is general a L4 for A01 or below is to be awarded. • The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer. • Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for A01 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at A01 there needs to be some succinct development and explanation. • Provenance may be integrated or separate but it needs to be used comparatively for levels 1-2 at A02 and must not be generic or 'stock'. • Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 A01 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. • Formulaic responses where generic source qualities predominate or are ticked off at the expense of what

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		view. The final sentence could be seen as rather overdoing the argument.		<p>is in the sources are to be awarded at Level 4 and below for A02.</p> <ul style="list-style-type: none"> • Judgements, based on the quality of content and compared provenance, are required for Levels 1-3 at A01. Unconvincing or no judgement is rewarded at L4 or below. Judgement on the topic rather than on the sources is a reason for placing in Level 4 or below but do not place in this level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially provenance. • Candidates may judge both equally valid.
2	b	<p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that the social and economic unrest during Edward Vi's reign was serious.</p> <ul style="list-style-type: none"> • The Sources provide a variety of views about how serious the unrest was. The view that it was quite serious is implied in A, more specific in B, and suggested in parts of C, D and E. In Source A there is the suggestion that people will starve or die of cold and that houses are being allowed to fall into decay, which sounds serious. Source B is the most emphatic that there were risings all over the country and the ambassador recognises that the government had real difficulty in dealing with the grievances. Source C shows that the unrest was serious as the risings kept being revitalised despite being put down. In Source D there is reference to great destruction, which suggests that the unrest had serious repercussions and candidates could mention the pulling down of enclosures in Ket's Rebellion. In Source E the unrest is seen as intractable, somewhat supporting Source B, with 	70	<ul style="list-style-type: none"> • The question is to assess how the 5 sources contribute to or challenge a given interpretation. The focus must be on the sources, a use of their content and relative utility for the question. Award A01 Levels 1-3 according to a candidate's ability to do this. If there is some grouping for a two sided argument than a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below. • A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid point from the sources for the argument and question. • Always award at the top of the Level unless there is good reason for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for A01. It will not be used to support analysis or evaluation. This is a source paper. Use

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	<p>the two groups, landowners and the common people both fighting for their rights.</p> <ul style="list-style-type: none"> The extent of the price rises could be cited to show how serious the unrest was and the impact of the dissolution on relief for the poor might be considered. The vehemence of the Protestant preachers might reflect reluctance among the wealthy to take on the role of aid for the poor from the monks. The view that the unrest was not that serious can be found in parts of most of the Sources. The ambassador in Source B makes it clear that the risings were brought to an end with a reduction in taxation and mentions that only in the south-west was religion linked to social and economic problems, thus reducing the seriousness. The ambassador is writing confidentially to Charles V and gives a fair account, considering that Charles was largely hostile to Edward VI. But his information may not have extended much beyond what he heard in London. In Source C Edward himself shows that, though the risings persisted, they were dealt with by force, or by negotiation, or by using the prestige of the monarchy. Furthermore, the Council took action to deal with the causes of unrest, which was perceived to have been encouraged by the leniency of Somerset and his Enclosure Commission. Source D, from Robert Crowley, takes the typical view of a Commonwealth writer and refers to the disturbances, but implies they have been dealt with and thus the problems were surmountable. His rhetorical questions also imply that the problems could be overcome by a change in attitude, and 		<p>Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at A02 (according to severity of imbalance).</p> <ul style="list-style-type: none"> It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend or question it), Levels 1-3 for A01. Evaluation of the sources for the question (the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for A02. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at A02 Level 4 and below. To award Levels 3 and above for A02 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this place in a Level 3 or below (unconvincing) for A02. Check the extent of assertions made. A judgement based on the sources is required for Levels 1-2 at A01. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However this must be balanced against the quality of the rest of the answer. If this satisfies other criteria then a Level 3

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	<p>this could link with Source C where the Protector was persuaded by the Council to change his policies. However, this was written after the fall of Somerset and so it would be expedient to blame his policies for making the problems serious. In Source E Latimer’s sermon makes a moral point and refers to the causes of the rebellion, but implies it is over and so some of the problems must be less serious.</p> <ul style="list-style-type: none"> • Knowledge could indicate that the problems led to Ket’s rebellion and other risings, but that the determined reaction of the Council meant that the rebels failed to get the problems addressed. Those who could exploit their sources of revenue and increase their income did not suffer such problems. 		<p>can be considered.</p> <ul style="list-style-type: none"> • Be impressed by cross reference within and between groupings (Levels 1 and 2 for A02). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B, and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments, especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement. • Candidates do not have to be exhaustive in approach to content and especially provenance. Please mark what is front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point. <p>○ Candidates can use the Sources flexibly as most of them offer opportunities to be used for both sides of the argument.</p>

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3	a	<p>Study Sources A and C. Compare these Sources as evidence for attitudes to the collection of Ship Money.</p> <ul style="list-style-type: none"> • The context is the King's raising of Ship Money. This had been raised in coastal areas previously in times of war, to provide extra ships. Charles tried to raise it from inland counties in 1634 raising concerns about its legality. Parliament had not been called. In 1637 John Hampden was tried for refusing to pay it. • The similarities are that both agree that the King is entrusted with the power to defend the country. Source A cites "trusted with the state of the commonwealth", Source C argues "power to make war and peace," and "sole judge of dangers". Both stress the importance of the law in wielding power, the King's "instrument" in Source A, and allowing "subsidies to be raised by Parliament," in Source C. • The differences concern the power of the King and the role of Parliament. Source A describes Parliament as an 'ancient court' where grievances may be expressed, whereas C argues that Parliament has a vital role in the raising of "subsidies". The difference extends to the weight of the law; in Source A, the law is viewed as 'an old and trusty servant of the king,' and therefore by implication a tool for the King's use. In contrast, in Source C the law allows "for subsidies to be raised in Parliament". Source A puts forward the King's right to raise money 'at his own pleasure', Source C argues that Parliament is better placed to "know the property of all men". In Source A, the principle of the law is invoked to argue that the king can do no wrong, contrasting with Source C's argument that as war has not been declared, the king has no right 	30	<ul style="list-style-type: none"> • The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. • Always award at the top of the Level unless there is good reason for not doing. • No set answer is expected, but candidates need to compare the content (A01), evaluating such matters as authorship, dating, utility and reliability, so using the Source 'as evidence for....' (A02) • The comparison must be for the key Issue – as evidence for attitudes to the collection of Ship Money. • If the focus is general a L4 for A01 or below is to be awarded. • The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer. • Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for A01 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at A01 there needs to be some succinct development and explanation. • Provenance may be integrated or separate but it needs to be used comparatively for levels 1-2 at A02 and must not be generic or 'stock'. • Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 A01 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. • Formulaic responses where generic source qualities predominate or are ticked off at the expense of what is in the sources are to be awarded at Level 4 and below for A02.

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		<p>to tax Hampden without the consent of Parliament. The tone of Source A is deferential to the king, who “cannot do wrong”, whereas in Source C St John shows perfunctory deference but is very firm on points on law stressing the role of Parliament, “Parliamentary assistance is necessary”.</p> <ul style="list-style-type: none"> • In terms of provenance, in general terms, a Justice of the King's Bench might be considered to have a broader perspective than a defence barrister concerned for his client. Berkeley reflects the Crown's view of the King's power. As the Ship Money trial was something of a test case about the relative power of King and Parliament, St John might be seen as firmly on the side of Parliament. The sources date from the same year, but by November there was increased interest in the trial and many tax-payers did not pay Ship Money until they saw the outcome of the case. • In terms of judgement, no set answer is expected. Candidates might consider both sources of equal weight in reflecting the views from each side of the argument or might consider Source C as reflecting wider attitudes in the country. 		<ul style="list-style-type: none"> • Judgements, based on the quality of content and compared provenance, are required for Levels 1-3 at A01. Unconvincing or no judgement is rewarded at L4 or below. Judgement on the topic rather than on the sources is a reason for placing in Level 4 or below but do not place in this level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially provenance. <ul style="list-style-type: none"> ○ There is much to compare. Do not expect coverage of all the comparative points mentioned in the indicative content. ○ Candidates may judge both equally valid.
3	b	<p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that religious issues were the main reason for opposition to the government between 1637 and 1640.</p> <ul style="list-style-type: none"> • The argument that religious matters were the main reason for opposition to the government can be found in Sources B and E. • The argument that financial grievances were the main reason can be found in Sources A, C, and E. 	70	<ul style="list-style-type: none"> • The question is to assess how the 5 sources contribute to or challenge a given interpretation. The focus must be on the sources, a use of their content and relative utility for the question. Award A01 Levels 1-3 according to a candidate's ability to do this. If there is some grouping for a two sided argument than a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below.

		<ul style="list-style-type: none"> • Source D could be linked to either grouping, speaking more generally of ‘demands’ made on the people of England. Similarly, Source E has links to both interpretations, with reference to the war, taxation and the lengthy absence of Parliament during the Personal Rule, as well as to religious discontent. • Source B refers to the 1637 trial of three Puritans, Prynne, Burton and Bastwick. They were prosecuted for publishing pamphlets in which they criticised the power of the bishops. This is highlighted by Laud’s observation that, “Our main crime is that we are bishops.” The three men were also critical of changes made by Laud in forms of worship, which seemed too close to Roman Catholicism and this is hinted at in Laud’s defensive comment, “All I have done is to reduce the Church to order.” Laud makes clear that the bishops exercise power, “under the power of the King and confirmed by Act of Parliament.” He stresses that to libel the bishops is to libel the King and the Law. • Candidates might apply their own knowledge of the importance of this trial to Laud. In London there were large congregations for the Puritan preachers and their criticism of bishops and the religious changes brought about by Laud. Severe and shocking punishments were applied to the three men, who were a lawyer, a doctor and a cleric. Laud is therefore keen to stress the seriousness of their offences (intent “to provoke rebellion”) as well as stressing the importance of the bishops. Candidates might therefore consider Laud exaggerates matters, or candidates might use their own knowledge of the trial to argue that religious matters were a main cause of opposition. 		<ul style="list-style-type: none"> • A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid point from the sources for the argument and question. • Always award at the top of the Level unless there is good reason for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for A01. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at A02 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend or question it), Levels 1-3 for A01. • Evaluation of the sources for the question (the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for A02. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. • Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at A02 Level 4 and below. • To award Levels 3 and above for A02 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view
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		<ul style="list-style-type: none"> • Source E is more specific about the religious matters that caused opposition, referring to “innovations,” and “great increase of Popery”. Candidates might use knowledge of practices introduced by Laud, to confirm these points, such as railing in the altar, priests bowing at the name of Christ or Laud’s attempts to increase the power of the Church in government. The attempt to increase Church influence can clearly be seen in Source E’s reference to “the employing of Popish Recusants in places of power and trust.” Candidates might apply knowledge of Charles I’s measures in 1640, such as retrospective endorsement of altar rails, or the ‘etcetera oath’, which aimed to identify opponents in the Church. • In terms of provenance, candidates might use the information above the source about John Pym’s involvement in drafting the petition. Pym had made a speech in the Short Parliament identifying grievances against the king and candidates might see Pym’s involvement in the peers’ petition as a sign of concerted opposition to the king. The petition might be seen as a reliable reflection of concerns in the country, or as an instrument to gather together opposition to the king. The date places the document after the dissolution of the Short Parliament and candidates may see similarities between some of the grievances expressed by Pym in that Parliament and those in Source E. • Sources A, C and D suggest that financial grievances were the main reason for opposition to the government. • Sources A and C show two sides of the arguments relating to the King’s right to levy Ship Money. 		<p>as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this place in a Level 3 or below (unconvincing) for A02. Check the extent of assertions made.</p> <ul style="list-style-type: none"> • A judgement based on the sources is required for Levels 1-2 at A01. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However this must be balanced against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered. • Be impressed by cross reference within and between groupings (Levels 1 and 2 for A02). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B, and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments, especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement. • Candidates do not have to be exhaustive in approach to content and especially provenance. Please mark what is front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics
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		<p>Although neither source refers to opposition directly, the fact that the Hampden was tried for non-payment shows there was indeed opposition. Candidates might use own knowledge that by 1637 Ship Money was being demanded over the entire country, not just in coastal areas, and was under the control of the King and the Privy Council. Parliament had not met since 1629 and there were fears about the increase in the power of the Crown. Sources A and C are from opposing points of view. Candidates might be aware that Oliver St John had strong connections to the Providence Island Company, which was a focus for opposition to the Crown. St John would be keen to advance the cause of Parliament, whereas Berkeley in Source A clearly puts the case of the king being above the law, “The law itself is a trusty servant of the king’s”. Taken together they clearly show the issue of taxation as a key reason for opposition. Source E confirms “the urging of ship-money” as a concern.</p> <ul style="list-style-type: none"> • Source E however cites many possible causes of opposition to the Crown, as it has been composed by concerted opposition groups, keen to highlight all grievances. The final sentence suggests that Parliament is the only arena where grievances may be addressed, placing the source firmly on the side of Parliament. Source D could be cross-referenced to show confirmation of E, with its mention of the “number of demands” causing discontent. Sources D and E point to the war with Scotland as a factor leading to opposition. The implication in Source D is that military matters are leading to “demands” on the people and Source E confirms people are burdened with “military taxes”. The author of Source D suggests the people of England are so disillusioned they would almost prefer to side with 		<p>and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.</p>
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		<p>Scotland than fight for the King. Candidates might apply own knowledge of the impact of Charles’ religious policies in Scotland, which were to lead to war with Scotland in the Bishops’ Wars of 1639.</p> <ul style="list-style-type: none"> • In terms of provenance, the writer of the letter was the Lord High Admiral, so could be expected to know about the state of the weapons’ stores and lack of suitable “commanders”. He was writing to a key adviser to the king to express his concerns so candidates might consider there to be some exaggeration here – or they might cite own knowledge to show his concerns to be justified. • Another cause of opposition to the King might be seen in Sources B and E as both have a connection to the Court of Star Chamber, the three Puritans being tried there in Source B and reference in Source E to some sheriffs being tried for failure to collect ship-money. Candidates might apply own knowledge that the unpopularity of the Star Chamber was a contributory cause of opposition. • Candidates are not expected to include all these groupings/cross references and may well have their own, valid ideas. • No set judgement is expected. Candidates may conclude that religious factors were the main cause of opposition, or may conclude taxation and rights of Parliament were more important, or a combination of all factors. <p>A variety of conclusions can be expected but they must be supported by application of own knowledge to the sources.</p>		
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