

# Mark Scheme (Results) Summer 2011

GCE History (6HI03/A)

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3-4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p>

		<p><b>Mid Level 2: 9-10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>13-18</b>	<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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15-16 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>19-24</b>	<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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed, but material is less</p>

		<p>convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 21-22 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed.</p>
<b>5</b>	<b>25-30</b>	<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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27-28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29-30 marks</b> 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**

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: AO1a and AO1b (7% - 16 marks) AO2b (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.

### AO1a and AO1b (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><b>Low Level 1: 1 mark</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 3 marks</b> 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</p>

		<p>syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 4 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 5 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 6 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>7-10</b>	<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><b>Low Level 3: 7 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8-9 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>11-13</b>	<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 –</p>

		<p>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><b>Low Level 4: 11 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 12 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b> The qualities of Level 4 are securely displayed.</p>
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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><b>Low Level 5: 14 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b> 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.

**AO2b (24 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-9</b>	<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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-9 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>10-14</b>	<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><b>Low Level 3: 10-11 marks</b> The qualities of Level 3 are displayed, but material is less</p>

		convincing in its range/depth. <b>High Level 3: 12-14 marks</b> The qualities of Level 3 are securely displayed.
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<b>4</b>	<b>15-19</b>	<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><b>Low Level 4: 15-16 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17-19 marks</b> The qualities of Level 4 are securely displayed.</p>
<b>5</b>	<b>20-24</b>	<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><b>Low Level 5: 20-21 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22-24 marks</b> 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.*

### 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
<b>Total Marks</b>	<b>46</b>	<b>24</b>	<b>70</b>

<b>% weighting</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>
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## Section A

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

Question Number	Indicative content	Mark
<b>1</b>	This question targets the last years of Henry VIII's reign and in particular the issue of factional rivalry. At the lower levels expect a narrative of the events of 1539-47. 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, how far faction threatened stability. On the one hand it can be argued that Henry was increasingly open to manipulation and this produced dangerous rivalries in both court and government which affected the quality of the latter. In this area 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 and the resulting power vacuum in the area which Seymours and Russells tried to fill and the eventual downfall of the Howards in 1546/7 and the subsequent power vacuum in East Anglia. On the other hand it can be argued that there was nothing new in this vicious struggle for power other than a religious element which added relish, and Henry's own position was not threatened but even enhanced, handing over the throne to an unchallenged heir.	30

Question Number	Indicative content	Mark
<b>2</b>	This question addresses the relationship of England and Spain during the reign of Mary. At the lower levels there will probably be a narrative of the Spanish Marriage and possibly the subsequent war with France. At Level 3 and above there will be some address to the issue of Spanish control. The obvious imbalance in power between the Habsburg domains and those of Mary Tudor may be commented upon. At Level 4 and above there will be a real attempt to evaluate the relationship and whether it served English interests. Expect analytical coverage of the actual Marriage Treaty negotiated by Gardiner and the very favourable terms achieved, preserving what were conceived of as vital national interests. The advantages of tying England to the most powerful state in Europe will be examined, not least the importance of commercial ties with the Netherlands and the need to counter the dangers of the Franco-Scottish envelopment. The War of	30

	1557-59 will probably be analysed with the loss of Calais being set against the popularity of the war with the Tudor nobility.	
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## A2 Revolution, Republic and Restoration: England, 1629-67

Question Number	Indicative content	Mark
3	<p>This question targets the causes of parliamentary victory in the First Civil War. At the lower levels expect a narrative of the events of 1642-46 but at Level 3 and above there should be preponderantly a causal analysis with some address to the stated factor at the top of Level 3. At Level 4 there will be a clear evaluation of the superior economic resources of Parliament as a factor. This is likely to take the form of focus on London and its importance as a financial centre and the hub of resistance to royal power. There may also be comment on the relative economic power bases of the two sides throughout the country with the King enjoying support in the less developed areas, the South-West, Wales and the North and Parliament controlling many of the important ports and manufacturing centres and the richer agricultural areas, in particular populous East Anglia. Even within Yorkshire, the port of Hull and the cloth manufacturing areas of the West Riding rallied to Parliament compared to the poorer North Riding, which tended to be for the King. Other factors such as general-ship, debilitating divisions and outside help should all be addressed.</p>	30

Question Number	Indicative content	Mark
4	<p>This question is focused on the reasons for the restoration of the monarchy in May 1660. At the lower levels a simple narrative of the events of 1658-60 will probably predominate. At Level 3 and above there should be a clear causal analysis offered with the issue of popular pressure addressed at the upper end of Level 3. Candidates are likely to produce evidence of the popularity of the restoration, generally agreed upon by both contemporaries and later historians. Expect comment on the joy which greeted Charles in May. It is perhaps more difficult to demonstrate its influence before but there may be comment on the petitions presented to Monck on his journey south and by the hostility in London to the Rump. The readmission of the excluded members in February and the election of the Convention appeared popular. The melting away of Lambert's forces in the face of Monck also indicates a lack of enthusiasm for the status quo. At the higher levels the issue of popular pressure will be set against other factors such as the role of key individuals such as Monck, Fairfax, Hyde, Montagu etc. There may be reflective discussion on the concept of popular pressure concerning the nature of a deferential society and the role of the gentry and aristocracy in determining political outcomes.</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 resistance to religious change, with conflicting implications for a response to the question. Source 1 makes a series of causal points on the events of 1549 but opens with the issue of religious change, which candidates will be able to enlarge upon. Source 2 partially addresses the same issues as in Source 1, and considerable cross support can be undertaken but it takes a somewhat different emphasis overall in pointing up the local dimension, and the importance of the local magnates in controlling an area. Some may be able to explain the significance to the role of Arundel in Sussex, a notable conservative in religion but willing to cooperate with the government in enforcement. Source 3 can be used to support the proposition with its reference to the rebellion in the western counties targeting religious innovation and can be used inferentially with the reference to the caution of Cranmer. This will of course be developed by the deployment of contextual knowledge. In addition candidates should develop the social and economic elements clearly demonstrated in the East Anglian rising but also its very different religious inclinations referred to in Source 3. Cross referencing should be made here between 1 and 3. Candidates are likely to point out the absence of direct reference to the legacy of Henry in terms of religion, war and inflation and Somerset's culpability in continuing the same policies with regard to war and debasement.</p> <p>Responses at Level 1 may well take the sources at face value as simple sources of information to be cobbled together 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 degree of resistance to religious change. At Level 4 they will both support and challenge proposition seeing it as but one ingredient in the heady mix that produced discontent in 1549 and use contextual knowledge of the historical debate and of the period itself, 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 role and function of Parliament in these years and the three sources offer differing perspectives. Source 4 can be used to support the proposition, i.e. in 1572 there was no subsidy demanded or granted and the source explicitly states it was called to offer advice and this is given as the prime reasons for calling Parliaments in 1581 and again in 1584-85. However the Source lays heavy emphasis on the central role of Parliament as a source of taxation, which needs development with contextual knowledge. The other two sources refer to Parliament in terms of advice, which the Queen might not wish to hear. Candidates should be able to identify the differences between the two, Source 5 referring to private members and clearly by inference pushing the role of the private MP too far and Source 6 referring to the use made by Privy Councillors of Parliament. This source can be cross referenced with the examples given in Source 4, where Mary is mentioned. Clearly Sources 5 and 6 can be used inferentially to support the proposition that advice was a perceived function but not the one uppermost in the Queen's mind.</p> <p>Responses at Level 1 may well take the sources at face value as simple sources of information to be cobbled together 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 role. At Level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself, 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 either to agree with the proposition that religious divisions were central to side-taking as argued in the first source (7) or to argue as does Source 8 that other issues, such as, in this case, traditional local rivalries between the great families of England lay at the heart of the division. Source 9 offers another alternative to religious division with its emphasis on differing commercial interests. However it does acknowledge a degree of religious flavouring with its mention of 'Puritan' and this can be cross referenced with the statement in Source 7 that there were 'sociological colourings' to the religious division.</p> <p>Responses at Level 1 may well take the sources at face value as simple sources of information to be cobbled together 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 religion in determining the division and use contextual knowledge of the historical debate and of the period itself, 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 a military dictator and both Sources 10 and 11 can be used to support the proposition in the question, as both emphasise the Army as providing the basis of Cromwell's power. The first source ends with heavy emphasis on the rule of the major generals, the period when Cromwell's rule was most closely in accord with the description of a military dictatorship. Source 12 can in part be used to refute the proposition with its emphasis on the end of the major generals and their failure to fix parliament. Candidates will pick up on the reference here to Cromwell's desire for the legitimacy conferred by a new 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 cobbled together 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 role of the Army as the basis of Cromwell's power. At Level 4 they will both support and challenge the proposition and use contextual knowledge of the historical debate and of the period itself, 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

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