



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY

9769/55

Paper 5e The Reign of Charles I, 1625–1649

May/June 2018

MARK SCHEME

Maximum Mark: 60

Published

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **13** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.
- (b) Examiners will be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.
- (c) The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)**Band 3: 8–10 marks**

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7 marks

The response will make good use of both documents and will pick up the main features of the focus of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 1: 1–3 marks

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)**Band 4: 16–20 marks**

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected.

Band 3: 11–15 marks

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary.

Band 2: 6–10 marks

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated.

Band 1: 1–5 marks

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Such answers may be expected, where appropriate, to make use of or refer to relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of or reference to relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section A

Question	Answer	Marks
1(a)	<p>How far is the account in Document B about the treatment of opponents in the Civil War corroborated by Document D?</p> <p>Similarities Both sources agree that there was much plundering. Both sources agree that money and goods such as plate and jewels were desirable acquisitions. Both sources agree that the soldiers set fire to buildings, in the town in Source B and the whole house in Source D.</p> <p>Differences B suggests that women were ill-treated, especially by the French soldiers in the Royalist army who behaved much more like mercenaries, while in D the women suffer coarse remarks but no actual harm from the Roundheads. In B there is drunkenness and revelling and no mercy for anyone while in D the goods and supplies are sold off to the locals. B does not give details of casualties but D does, and they are considerable.</p> <p>Provenance Source B comes from a pamphlet which was published for propaganda purposes to increase hostility to the Royalist armies. Candidates may be aware that the way Birmingham was treated by the Royalist troops was not an isolated example.</p> <p>Source D is an eye-witness report from a partial witness, as can be seen from his reference to notorious papists and godly Puritan gentlemen, but does not seek to underplay the horrors of the scene, although he clearly feels it was justified. Hugh Peter or Peters had gone to New England from the Netherlands for the opportunity of a more radical religious practice, so he had no sympathy with the Royalist cause. Candidates might feel that he is the more reliable of the writers nevertheless.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that the First Civil War had a major impact on the people of England? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>AO1/2 – The documents all suggest that there was an impact, so candidates should assess how great it was.</p> <p>Document A indicates that supporters of the Parliamentary cause were generous with their money, so much so in the case of Josselin that he was financially embarrassed within a few months of the start of the war. He also seemed to receive quite regular news reports about events. He armed himself and encouraged others to enlist, but only after Edgehill was there much enthusiasm. Even then, the Eastern Association achieved little and his man returned from service, having spent all Josselin’s money. This all suggests that the impact was quite muted.</p> <p>Document B is very much a propaganda piece and ready to depict the French troops, Papists no doubt, and countrymen of the unpopular Queen, as particularly vicious. Birmingham did suffer from this attack and opinion hardened against Rupert. The mention of his dog, Boy, illustrates his importance as a mascot, although some Puritans thought he was Rupert’s familiar.</p> <p>Document C shows the ill effects of fighting in the winter on the troops, who were too cold to bother about plunder and then chased out by their enemies with severe casualties and prisoners taken. This minor incident shows that towns where there was fighting could be seriously affected.</p> <p>Document D, from the closing stages of the war, shows a famous incident and its catastrophic outcome for the Marquess of Winchester, the Royalist owner of Basing House. But, as he had resisted the siege, by the rules of warfare the plunder and destruction were to be expected, and this is just one house, so not typical.</p> <p>Document E, a modern assessment, argues that propaganda led to destruction being over-rated by both sides and indicates that the proportional impact was slight.</p> <p>Geographically, the examples are all from within the central core of England where the fighting was concentrated, so candidates could conclude that people in the firing line were much affected while those in fringe areas were more fortunate. The modern historian’s view would concur with this judgement.</p>	20

Section B

Question	Answer	Marks
2	<p>How far was the recall of Parliament in April 1640 the outcome of factors outside the control of Charles I?</p> <p>AO1 – Candidates could refer to the growing opposition to the Personal Rule at the end of the 1630s, and to events in Scotland and the impact these had on affairs in England.</p> <p>AO2 – Candidates could argue that events overtook Charles. Hampden’s Case and the prosecution of Prynne, Bastwick and Burton built up opposition to his policies. There was a real fear that his financial exactions would allow him to remain independent of Parliament. The sudden outburst of opposition in Scotland meant he had to send troops, and his finances had only stabilised because he had eschewed war. The militia were ill-prepared and poorly trained. In the end, he had no choice as the only way he could pay for the Scottish war was by calling Parliament. But he certainly saw himself as the victim of misfortune.</p> <p>Alternatively, Charles was to blame. He had been behind the prosecution of Hampden and the outcome of the case. Laud had his unwavering support in the Church reforms. It was Charles who had wanted to introduce the new Prayer Book to Scotland, and he underestimated the dislike of the Scots for his interference. He was unpopular with the City of London so could not raise a loan.</p>	30

Question	Answer	Marks
3	<p>‘The Irish Rebellion was the main reason why there was no reconciliation between the two sides in Parliament in 1641–1642.’ Discuss.</p> <p>AO1 – Candidates could refer to the key events which altered the situation, such as: the execution of Strafford, the attacks on bishops, proposals to reduce the King’s powers and the Irish Rebellion. The latter, as the factor in the question, needs to be considered fully.</p> <p>AO2 – Candidates may argue that the Irish rebellion was crucial, as it reinforced the fears about a Roman Catholic conspiracy on the part of the opposition. The rebels claimed to be acting in the name of Charles, fulfilling the worst expectations. But even more, it brought into the open the issue of control of the army. The opposition felt they could not trust the King with an army, while he saw their reluctance as another sign of their wish to deprive him of his traditional powers. His failure to make Essex the commander of the army was another error.</p> <p>But, alternatively, the Rebellion was just one of a series of events which widened the breach between the two parties. The execution of Strafford, the attacks on the bishops, Pym’s use of the London mob, the Grand Remonstrance, and the attempted arrest of the five members, all led to a sharpening of divisions and the formation of parties for and against the King.</p>	30

Question	Answer	Marks
4	<p>To what extent was Oliver Cromwell personally responsible for the execution of Charles I?</p> <p>AO1 – Candidates may refer to the role of Cromwell in ensuring the execution. Other factors could be the Second Civil War, Charles' deceitfulness in negotiation and the part played by the army.</p> <p>AO2 – Candidates may argue that Cromwell reached the conclusion that Charles, 'that man of blood', would never stick to any concessions he might make in negotiations, and so a settlement was impossible as long as he was alive. They could add that once Cromwell had reached this stage, he was convinced that it was a providential outcome and so brooked no opposition. Hence, he was very determined and intent on one outcome from the trial and ready to use quite extreme means to get signatures on the death warrant.</p> <p>Alternatively, he was not alone. Charles contributed to his own downfall by starting the Second Civil War, and so was held responsible for the lives lost therein. His alliance with the Scots was seen as cynical. These actions contributed to the hostility towards him in the army and led to their conviction, and, influenced by the leadership of Ireton, that there could be no peace with the King still alive. Hence they carried out Pride's Purge, which paved the way for the trial. Cromwell was absent from London at that time but, after deep thought, made up his mind to support the army. Thus, the main factor could be seen as the confluence of the two.</p>	30