

GCSE (9–1)

History A (Explaining the Modern World)

J410/09: Power: Monarchy and Democracy in Britain c.1000 to 2014

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.









This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

© OCR 2021

1. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick1	Level 1
	1201	Tick2	Level 2
	1211	Tick3	Level 3
	1221	Tick4	Level 4
	1231	Tick5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** examples of mistakes made by Charles I during his personal rule 1629-1640.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	<p>One mark for identification of measure. A second mark can be awarded for descriptive detail for each response.</p> <p>All content is indicative only and any other correct examples of Charles' mistakes during this period should be credited..</p> <p>All content is indicative only and any other correct examples of Charles' mistakes should also be credited.</p>

Levels	Indicative content	Marks
<p>Points marking</p> <p><i>One mark only in question 1 can be awarded for a general point.</i></p>	<p>One way in which Charles I made mistakes was through religion. [1] He introduced religious changes that people feared were part of a plan to make England Catholic. [1]</p> <p>One way in which Charles made mistakes was through introducing Ship Tax. [1] This tax was supposed to raise money for a fleet and was usually paid for by coastal counties. Charles expected the whole country to pay for this tax and they refused. [2]</p>	4

2. Why did governments take more control over peoples' lives during the two world wars?

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically identify two or more reasons why the government took more control and explain them fully e.g.</p> <p><i>One reason why the government took more control in wartime was because of the need for soldiers during both world wars. For example, in World War One, the British army had been a volunteer army at the start. By 1916, however, the number of volunteers had dropped significantly and, due to the high casualty rates in Europe so the government introduced conscription forcing men to join the armed services.</i></p> <p><i>The government also took more control during the two world wars due to the need to control and censor information. Propaganda was used extensively by the British government during both wars. The government produced posters, films and newsreels that showed positive images of 'business as usual'. This was done because the government was concerned about the morale of the country and was determined to maintain a positive outlook from amongst the population during the wars.</i></p>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify at least one reason why the government took more control and explain one of them e.g.</p> <p><i>One reason why the government took more control over peoples' lives during the two world wars was because of a need for soldiers. Conscription was where men of eligible age were made to join the armed forces. This was because by 1916, the number of volunteers for the army had dropped significantly. The government learned from this; conscription was re-introduced in 1938, before the Second World</i></p>	5–6

	<i>War had started.</i>	
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically identify at least one reason and describe it but explanation of why the government took more control will be implicit or absent altogether e.g.</p> <p><i>One way in which the government took more control over peoples' lives during the two world wars was by using censorship. The government controlled information that the public had access to. For example, some newspapers were closed down during World War One.</i></p>	3–4
Level 1 <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain description of events linked the government taking more control during the two world wars e.g.</p> <p><i>The government controlled newspapers and the media. Men were made to join the army.</i></p>	1–2
Level 0 No response or no response worthy of credit.		0

3. How significant was Simon de Montfort for the development of Parliament?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 <ul style="list-style-type: none"> The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question. This is supported with a range of accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 4 answers will typically identify and explain two or more examples of changes to Parliament as a result of Simon de Montfort and make a valid assessment of the significance of at least one of them e.g.</p> <p><i>Simon de Montfort was significant for the development of Parliament because in 1264 he summoned to Parliament representatives from a number of boroughs. This was a big step forward. It was the first time they were allowed to be in Parliament alongside the knights who represented the shires. This made Parliament more representative of the country and some ordinary people joined Parliament for the first time. This was significant because it became the norm and the number of boroughs allowed to send MPs gradually grew. The representation of shires and boroughs became the basis of the House of Commons for centuries to come.</i></p> <p><i>Another reason why he was significant was that the 1265 Parliament which was called by Simon de Montfort began to discuss matters other than just taxation. It began to discuss wider political and national matters such as enforcing the Provisions of Westminster. These included important constitutional issues such as the right of the barons to join the king's government and advise him on how to run the country. This was significant because it meant that Parliament was now discussing a wide range of issues to do with governing the country.</i></p> <p><i>[Alternatively, candidates may argue his significance for Parliament was not that great because after his death not everything he achieved survived. When the kings got their control back they went back on some of the developments. Henry III did not always summon people from boroughs to Parliament and he cancelled the parts of the Provisions that limited his authority.]</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example of change is of limited significance</p>	11–14

<p>Level 3</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by accurate knowledge and understanding that is relevant to the question. 	<p>Level 3 answers will typically identify and explain one or more examples of change to Parliament as a result of Simon de Montfort e.g.</p> <p><i>Simon de Montfort was significant for the development of Parliament because in 1264 he summoned to Parliament representatives from a number of boroughs. It was the first time they were allowed to be in Parliament alongside the knights who represented the shires. He did this because he hoped it would get him more support.</i></p> <p><i>Another reason why he was significant was that the 1265 Parliament which was called by Simon de Montfort began to discuss matters other than just taxation. It began to discuss wider political and national matters such as enforcing the Provisions of Westminster. These included important constitutional issues such as the right of the barons to join the king's government and advise him on how to run the country. This was a big change.</i></p> <p>NB: Two changes explained 9-10 marks; One change explained 7-8 marks.</p>	<p>7–10</p>
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by some knowledge and understanding that is mostly relevant to the question. 	<p>Level 2 answers will typically identify changes to Parliament but not explain it/them, e.g.</p> <p><i>Simon de Montfort introduced MPs from boroughs into Parliament. This was the first time this had happened. He also allowed Parliament to discuss wider issues than just taxation.</i></p> <p>NB: Some may look like explanations of significance but are actually making unsupported statements about the significance. NB: For candidates who identify a change and make a valid comment about the significance without development award 6 marks.</p>	<p>4–6</p>
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question. The response includes limited basic knowledge that is relevant to the topic of the question. 	<p>Level 1 answers will typically contain description of events, e.g.</p> <p><i>Simon de Montfort led rebellions by the barons against Henry III. He won sometimes, but also lost some battles. He wanted to reduce the power of kings but was killed in the Battle of Evesham.</i></p>	<p>1–3</p>

Level 0 No response or no response worthy of credit.		0
--	--	----------

4. 'Between 1000 and 1800 military power was the main reason for the success of monarchs.' How far do you agree with this statement?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	<p>Candidates will be rewarded with extra marks within L4/5 for an effective conclusion or clinching argument but this is not necessary to reach L5.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. At Level 4, answers should select examples of support and non-support from both the medieval and early modern periods.</p>

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will construct an answer to the question which explains fully three or more examples which support AND contradict the statement from across both periods e.g.</p> <p><i>I agree that military power could be seen as a main reason for the success of monarchs between 1000 and 1715. An example of this could be the conquest of England by William of Normandy. Although he was remembered for the introduction of the feudal system and the building of castles, without his military strength in taking control of England after Hastings in 1066, none of this would have been possible. His success as a monarch was based on his use of force and military power, not just in taking control in 1066, but in defeating rebellions, for example in the Harrying of the North.</i></p> <p><i>Military power was also important in the Wars of the Roses. It was crucial for winning, keeping and losing power. Edward IV had a claim to the throne but was not able to become king until he had defeated the Lancastrians at battles such as the battle of Towton. He then lost and later recovered his throne through more defeats and victories in battles. His military power was crucial to him.</i></p> <p><i>However, there are other examples of a monarch showing power without having to resort to military force. An example of this would be Elizabeth I. She faced many problems during her reign, an important one being religion. She was able to find a compromise between her Protestant faith and the Catholic faith of some of the people. There was less religious persecution during her reign than there had been under her sister, Mary. This was important as Elizabeth was able to use diplomacy and compromise instead of force.</i></p> <p><i>Edward I was a king who was well known for his military conquests of Wales and Scotland. However, he not only showed his power through military force. He understood that to fight wars successfully, he needed money. In order to get this money, he had to reach agreements with Parliament. By listening to the concerns and the views of the people, Edward was able to get the money that he needed to go to war. This shows that it was not just</i></p>	19–24

	<p><i>military power that was behind the success of a monarch.</i></p> <p><i>In conclusion, although military power was often seen as a key element in the success of earlier monarchs, for example in the conquest of England, as time passed it was increasingly by using other skills as a ruler, such as diplomacy, compromise and tact that power was maintained by monarchs. Therefore, I only partly agree with this statement as I am more inclined to believe that military strength was only part of a monarch's power.</i></p> <p>NB: 24 marks for two points explained on each side, plus a clinching argument; 21-23 marks for two explained points on each side (2-2); 19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2).</p>	
<p>Level 4</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p>Level 4 answers will construct an answer to the question which explains one example from each period to explain military power as the reason for the success of monarchs AND/OR other reasons e.g.</p> <p><i>I agree that military power could be seen as a main reason for the success of monarchs between 1000 and 1715. An example of this could be the conquest of England by William of Normandy. Although he was remembered for the introduction of the feudal system, the building of castles and the Domesday Book, without his military strength in taking control of England after Hastings in 1066, none of this would have been possible. His success as a monarch was based on his use of force and military power, not just in taking control in 1066, but in defeating rebellions, for example in the Harrying of the North.</i></p> <p><i>However, there are other examples of a monarch showing power without having to resort to military force. An example of this would be Elizabeth I. She faced many problems during her reign, an important one being religion. She was able to find a compromise between her Protestant faith and the Catholic faith of some of the people. There was less religious persecution during her reign than there had been under her sister, Mary. This was important as Elizabeth was able to use diplomacy and compromise instead of force.</i></p> <p>NB: 18 marks for a clinching argument; 15 marks is the default for two explained points; award extra marks for development.</p>	14–18
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding, from the time period specified, that is 	<p>Level 3 answers will typically identify and explain one or more example of military power as a reason OR other reasons, from <u>one period</u> e.g.</p> <p><i>I agree that military power could be seen as a main reason for the success of monarchs between 1000 and 1715. An example of this could be the conquest of England by William of Normandy. Although he was remembered for the introduction of the feudal system, the building of castles and the Domesday Book, without his military strength in taking control of England after Hastings in 1066, none of this would have been possible. His success as a monarch was based on his use of force and military power, not just in taking control in 1066, but in defeating rebellions, for example in the Harrying of the North.</i></p>	10–13

<ul style="list-style-type: none"> relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.	
Level 2 <ul style="list-style-type: none"> The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify examples of military power/other factors from either the medieval or the early modern era e.g.</p> <p><i>This statement is correct. Leaders had to show military strength when in charge of a country. William the Conqueror was a strong military leader and he was King of England from 1066-1087.</i></p> <p>OR</p> <p><i>This statement is not correct. Sometimes leaders had to show different abilities when in charge of a country. Elizabeth I worked with her Privy Council to keep the country safe.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	6–9
Level 1 <ul style="list-style-type: none"> The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>Between 1000 and 1715 monarchs had to show all sorts of qualities to show their power. Some were able to fight and win battles at home and in other countries whereas some monarchs were able to keep the people happy through other ways.</i></p>	1–5
Level 0 No response or no response worthy of credit.		0

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored