

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/55

Paper 5e (Special Subject: The Reign of Charles I,
1625–1649), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

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Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely 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.

Examiners should 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.

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 should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should 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 met.

Question 1 (a)

Band 1: 8–10

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

The response will make good use of both documents and will pick up the main features of the thrust 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 3: 0–3

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.

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Question 1 (b)**Band 1: 16–20**

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 a 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. English will be fluent, clear and virtually error-free.

Band 2: 11–15

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 well 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 and will be expressed in clear, accurate English.

Band 3: 6–10

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 well 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. Although use of English should be generally clear, there may well be some errors.

Band 4: 0–5

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 well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

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Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

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

Examiners should 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 should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, 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 well 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 2 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 should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should 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 met.

Band 1: 25–30

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. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of 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.

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Band 2: 19–24

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. Use of English will be highly competent, clear, generally fluent and largely error-free.

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

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

Band 4: 7–12

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 well 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. Some errors of English will be present but written style should be clear, although lacking in real fluency.

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

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Band 5: 0–6

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; unsupported generalisations, vagueness and irrelevance are all likely to be on show. 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, while investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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

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- 1 (a) How far is the account in Document D about Charles I's view of the role of a king corroborated by Document A? [10]

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should be made across the documents rather than by separate treatment. Where appropriate, the answer should demonstrate a strong sense of critical evaluation and awareness of provenance by use, not only of the text but of headings and attributions.

Similarities: Both agree that the King should rule for the benefit of the people, but on little besides.

Differences A says the King is entrusted with a limited power, while D asserts that the people should not share in government.

A accuses the King of seeing it as part of his role to levy war on Parliament which D strongly denies.

A blames Charles' kingship for every disaster that has befallen the English state, while D sees the King as a martyr who has done his best to maintain the liberties of the people within his definition of the term.

Provenance Both documents are from particular viewpoints. The accusations in A reflect some of the unease over the whole process of charging the King and echo the notion of the social contract between king and people, which had no accepted role in English politics. In D, Charles bases his defence on the divine right of kings, but also accuses Parliament of arbitrariness just as they had accused him. Hence, in this rather artificial setting, neither party is likely to be more reliable, but both put forward a good outline of their diametrically opposed positions.

- (b) How convincing is the evidence provided by this set of documents for the view that the King was executed only because Cromwell was determined that he should be?

In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A-E). [20]

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

AO2 – Documents B, C, and E agree that Cromwell was determined on the execution in varying degrees. Documents A and D cite other factors and Documents C and E have some challenge to the view that Cromwell should take all the responsibility.

Document C shows Cromwell making a good case to some Scottish doubters about the necessity for the execution. Since Charles had obstructed true religion and was the chief offender, so he must bear the consequences as much as lesser offenders such as Strafford and Laud. Document B makes the clearest statement that Cromwell insisted on the

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execution even after Charles offered to negotiate. Document E suggests that the circumstances of the 1660s led to the accusations that Cromwell had forced people to sign the death warrant and Document D backs this view up.

Alternatively Document A makes clear that Charles had made war on his people and governed tyrannically. Whether these charges were true or not, Document A indicates that they were the reason for the execution and not Cromwell's urgings. Document D makes Charles a martyr, a cause eagerly taken up by royalists in the *Eikon Basilike*, and so sees Parliament as to blame for his execution but not Cromwell specifically. Document C qualifies its argument by referring to Cromwell's doubts about the execution and the lack of support for it within the City of London, formerly very supportive of his views.

The provenance of the documents affects their reliability. A and D are making particular points in the context of the execution, one to justify an action that was very much outside the law as it stood and one to emphasise that fact. Burnet in C is writing from a royalist viewpoint, but from personal knowledge about Scottish affairs and there is little reason to doubt his accuracy in this instance. Both B and E, as indicated, are affected by the trial of the regicides in the 1660s. Downes is trying to save his skin, in which he succeeded although he was imprisoned. Ingoldsby was similarly motivated. Mrs Hutchinson stoutly affirms that there was no coercion, and with some factual evidence so seems more convincing here, but is, obviously, a Parliamentary source.

On balance, candidates may conclude that these documents do not prove Cromwell was the main mover in the execution, but they may refer to other evidence, for example, his insistence that Charles was the 'Man of Blood', reflected in A, and his conviction that providence was on his side in the execution.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

2 How great an impact did the First Civil War have on English society? [30]

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected. It is the quality of the argument and the evaluation that should be rewarded.

Candidates could refer to the impact of sieges and battles and to the differing effects dependent on geography and class.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

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Candidates could argue that the war led to high casualties, as civil wars tend to, with destruction of property. Some of Prince Rupert's exploits could be cited and events such as the Siege of Basing House and other royalist strongholds. For many Royalists, the war involved huge sacrifices not only of lives, but also in material terms. Some, like Newcastle, went abroad after the war as ruined men. The loss of the plate of Oxbridge colleges was a result of confiscations and gifts to both sides. There was iconoclastic damage to churches, especially those visited by William Dowling. There were other social results in the growth of radicalism and politicisation of the lower classes.

Alternatively, the War was largely fought in the South and some parts of East Anglia were barely affected. Some towns like Bristol and Liverpool, which were seriously damaged, were rapidly rebuilt and became more prosperous than before. People in towns which were not attacked carried on as usual. The effects on individuals could be seen as transient in many cases. Candidates may conclude that a clear perspective is difficult as there are so many variables, but that the long-term impact was probably quite soon dissipated for most people.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur they should be rewarded under AO2.

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

3 How far was the Army Revolt of 1647 caused by discontent about army pay? [30]

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the key events which altered the situation such as the rift between Parliament and the army, The Heads of the Proposals, and the issues surrounding the question about where ultimate power lay.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the army pay was the crucial issue. MPs, led by Denzil Holles, wanted to disband the army rapidly because of its growing political role. They put forward proposals which did not provide full recompense for the arrears of pay which were often considerable. Thus, this was the initial cause of army discontent.

But, alternatively, the army was alarmed by the general attitude of Parliament, especially the Presbyterian element, and began to fear they had fought the war for nothing. Hence they drew up the Declaration of the Army and, probably encouraged by Cromwell, seized possession of the King. Further causes lay in the unfolding events: the King's reluctance to negotiate meaningfully over the Heads of the Proposals and the riots in London which led the army to take control there.

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The fact that the army could enforce its wishes, unlike any other group involved in the discussions, gave it another impetus for the Revolt.

Candidates might conclude that the question of pay was simply the peg on which much wider issues were hung.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur they should be rewarded under AO2.

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

4 What best explains the proliferation of radical political and religious groups in this period? [30]

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to groups such as the Levellers, Diggers, Fifth Monarchy Men, Ranters and others as examples of radicalism in the period.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates might suggest that the unsettled times, ‘the World Turned Upside-Down’, was a prime factor. The ending of much state censorship initially encouraged the expression of radical ideas. Cromwell favoured religious toleration. The NMA was formed from men who were or became articulate critics of the establishment with the Bible as their justification.

Candidates could argue that it was an unequal society and the war had provided opportunities for down-trodden groups, such as women, to find a voice. Cromwell’s government was viewed by some as betraying ‘the good, old cause’

The downfall of the Church of England left the way open for other religious groups to flourish, who had previously only operated as underground movements. The Baptists are a case in point. The astonishing events of the day led to a growth in millenarianism and the expectation of the Last Days.

But candidates could point out that, although these groups get plenty of coverage, they were very much a minority and that even the radicals in the army calmed down considerably once they got their arrears in pay.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

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AO4 – write in a coherent, structured and effective way. The writing should show a sense of both organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.