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Cambridge Pre-U Certificate

HISTORY

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

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MARK SCHEME

Maximum Mark: 60

Published

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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 are the views expressed in Document B about the King's rights to tax his subjects supported by Document A?</p> <p>Similarities: Both documents agree that the King has the right to tax his subjects and to ship money. Both agree that the defence of the country is a fair reason for raising taxation.</p> <p>Both agree that the judges are the right people to make a decision on this matter, Document A more specifically than Document B.</p> <p>Differences:</p> <ul style="list-style-type: none"> • Document B acknowledges that there was a view that the King could only raise money with consent from Parliament which represents the common people, but it emphatically refutes this. While Document A suggests there is concern that liberties may be being lost from the common people where the King acts without the consent of Parliament. • Document B refers to the nature of Parliament and its role, while Document A indicates that the King was right to consult his judges in such an important matter. • Document A explains the reactions of some local dignitaries in Kent who were unhappy with the imposition of ship-money, while Document B is not interested in this aspect. • Document A takes a balanced view that the King may be seen to have this right, but that the King's judges may have exercised judicial overreach in drawing this conclusion and that there was a case that it should have been put before Parliament. Whereas Document B is clear that the King is the supreme owner of the law and that Parliament is a tool of the King and not independent of it. <p>Provenance:</p> <ul style="list-style-type: none"> • Document B comes from the majority verdict in the case of Hampden and so is likely to reflect that view and defend the King's right to taxation in an emergency. • Document A is a view from the ground, or at least closer to the ground. Twysden notes that the people of Kent did not dispute the King's rights to raise, but were not necessarily keen to pay extra taxes. The balanced review may reflect that Kent was certainly a seafaring county which would benefit from ship building and naval defence, so was unlikely to be opposed to ship money <i>in toto</i>. • Document B might be better evidence for what the letter of the law said, while Document A is better for knowing what the people thought the rights of the matter were. 	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that the main issue over ship-money was the role and rights of Parliament? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>The view that the rights and role of Parliament were key is found in Documents B and E, with some reference in Document A. Document D is more concerned with the King’s position and so is Document A, while Document C considers popular reactions to the issue.</p> <p>Document B argues strongly for Hampden and asserts that the demand for ship-money was illegal because Parliament had not assented and Document A accepts that this was the argument made on Hampden’s behalf. Document B develops the view that illegal taxation is taking the possessions of the King’s subjects without their consent and hence is wrong. Document E, looking back on the events of 1637, agrees that ship-money and the legal decisions in Hampden’s case were contrary to law as enacted in Parliament and so annulled them in an Act of Parliament, thus reasserting its role and rights.</p> <p>Document A admits that Parliament has a role, but sees the law as the royal servant and that in an emergency as defined by the King, the rights of Parliament are superseded. Document D, although by a Parliamentarian sympathiser, concentrates more on the misdeeds of the King, his wicked advisors and the corrupt judges. It makes much of the way the dissenting judges such as Croke in Document C were deprived of their offices for their opposition to ship-money by a change in the rules of appointment. Document C has its focus on the feelings of the public who were clearly concerned over ship-money and having to part with money, but yet were supportive of the judges and the King and apparently less bothered about the rights of Parliament.</p> <p>Candidates may be aware of Hampden’s case as a turning point in the opposition to the Personal Rule and the problems in the collection of ship-money after 1637. This could indicate that many taxpayers were concerned that there was no Parliamentary sanction for the tax, although others may have been glad of any respectable looking excuse for tax avoidance.</p>	20

Section B

Question	Answer	Marks
2	<p>How significant was the role of John Pym in the period 1640–1642?</p> <p>AO1 – Candidates could refer to the main events of the period such as: the Short Parliament and its dissolution; the measures passed by the Long Parliament; the downfall of Strafford; proposals for the settlement of the constitution; the Irish Rebellion; the attempted arrest of the five members; and, the eventual outbreak of the fighting.</p> <p>AO2 – Candidates could argue that Pym was indeed very significant in this period. In the Short Parliament, he led the demand that redress should precede supply, which helped to provoke Charles into dissolving the Parliament prematurely. In the Long Parliament, he was determined on the downfall of Strafford, whom he feared for his abilities and strength. He moved on to dismantle the apparatus of the Personal Rule and to play on fears of a Papal conspiracy to get his way. He then made increasingly radical demands through: the Grand Remonstrance; the Root and Branch Petition; the Militia Ordinance; and, the Nineteen Propositions. He also had control of the London Mob. These factors led to the formation of a royal party made up of those who felt he was going too far.</p> <p>Alternatively, candidates could argue that Charles I was equally significant. He dissolved the Short Parliament abruptly. His activities in Scotland aroused suspicion. He was inconsistent in his policies, notably in Ireland. He listened to Henrietta Maria. He tried to arrest the five MPs and this action made war more likely. He also left London at a crucial point. Candidates might conclude that Pym not only built up the Parliamentarians but also, inadvertently, the Royalists.</p>	30

Question	Answer	Marks
3	<p>Assess the significance of the army revolt in 1647.</p> <p>AO1 – A sharp focus on the demands of the question is required. Candidates could refer to the events of 1647 such as: the approval of the Solemn Engagement; the capture of the King by Cornet Joyce; The Heads of the Proposals; the attack on Parliament; and, the Putney Debates.</p> <p>AO2 – Candidates may argue that the revolt was highly significant in that the intransigence of the army over their back pay led them to ensure they had a role to play in the negotiations with the King. Their various proposals for a settlement revealed their radical ideas and contributed eventually to their insistence on the execution of the King after the Second Civil War.</p> <p>Alternatively, the influence of the army was limited. Their use of force alarmed moderates. Their arguments at Putney were inconclusive and Cromwell did not agree with their political aims, although he did favour religious toleration. The actions of the King and of the grandees were more significant and influential regarding the outcome. Candidates are likely to conclude that the Revolt of the Army had short term significance, but that their role was bound to be diminished once the war was over and won.</p>	30

Question	Answer	Marks
4	<p>What best explains the proliferation of radical ideas in this period?</p> <p>AO1 – Radical ideas could be seen as those which went beyond generally accepted religious and political views. These could refer to opposition to royal power as such and not just to policies, and religious views which challenged the whole basis of the Church of England</p> <p>Candidates may refer to: the divisions between King and Parliament; to the spread of more radical ideas in the New Model Army; to the political instability which led to new ideas about how it could be solved; and, to the natural emergence of radicalism in a wartime situation. The emergence of the Levellers and even more radical groups may be studied, along with some of the religious sects.</p> <p>AO2 – Candidates may argue that the situation of the 1640s was so unusual that the increase of radical ideas was to be expected. The government of Charles I had led to much hostility and his legalism caused the opposition to seek justification for their stance. This created an atmosphere of ferment in which radicals could flourish. The army, especially as established by Cromwell, emphasised the contributions that could be made to discussion by ordinary soldiers in prayer meetings and debates. The Putney Debates are a prime example of how radicalism had developed. There was also some re-evaluation of the role of women in society after the impact of some women in the Civil War.</p> <p>The collapse of the Church of England allowed previously underground radical religious groups to emerge. The war divided traditional authorities in Church and State and allowed more radical elements, encouraged by social and economic upheaval, to emerge.</p> <p>The most radical groups proliferated after 1649. Ranters, Diggers, Seekers and Quakers were emerging in the 1648–1649 period, but reached their peak under the Commonwealth and Protectorate, so are less relevant to this question.</p>	30