



Cambridge Pre-U

HISTORY**9769/55**

Paper 5 The Reign of Charles I, 1625–1649

May/June 2022

MARK SCHEME

Maximum Mark: 40

Published

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **9** 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.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

If the candidate's work **convincingly** meets the level statement, award the highest mark.

If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.

If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B about the reasons for the difficulties Charles experienced with his parliaments. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both documents agree that the failure of the expedition to Rhé was a cause. • Both documents agree that parliaments kept being dissolved. • Both documents agree that the duke of Buckingham was much to blame. <p>Differences:</p> <ul style="list-style-type: none"> • Document A suggests that the king expressed his love for parliaments, so was not to blame for problems, but Document B says he was, as he was trying to be absolute. • Document A claims there were intemperate speeches in the Commons, but Document B says they were trying to redress grievances. • Document A stresses the problems caused by lack of funds, while Document B has more to say about religious difficulties. <p>Provenance:</p> <ul style="list-style-type: none"> • Document A comes from Clarendon, who at this point was critical of Charles, but does recognise that Parliament was not faultless and had agreed to the war with Spain and could be intemperate. Hence this is a balanced viewpoint. • Document B is a very partial account from a devout Puritan and has a degree of exaggeration about the casualties from the French war and the extent of resentment towards Charles. <p>Answers might incline to Document A as more reliable evidence as a result.</p>	10

Question	Answer	Marks						
2	<p>How convincing is the evidence provided by this set of documents for the view that the nobles suffered most in the Civil Wars? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main issue:</p> <p>Were the nobles more prone to being victims of disruption in the Civil Wars? The documents cover a range of areas of the country and a variety of experiences. All are only dealing with a small sample of those involved in the wars.</p> <table border="1" data-bbox="316 618 1313 1886"> <thead> <tr> <th data-bbox="316 618 820 719">Analysis of interpretation in documents (AO3)</th> <th data-bbox="820 618 1313 719">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 719 820 1285"> <p>Document C shows that the upper classes did suffer. Newcastle had spent his considerable wealth in the service of the king and, once defeated, saw no option but to go abroad. But his Whitecoats also suffered as they were virtually all killed at Marston Moor as they refused to admit defeat or surrender.</p> </td> <td data-bbox="820 719 1313 1285"> <p>Document C is written sometime later by Newcastle's second wife whom he married after these events, so she is relying on what he told her. She was a notable author of the day and had no reason to exaggerate. Her matter-of-fact approach lends credence to her story, since she does not try to engage the reader's sympathy for Newcastle's huge losses. Aristocrats saw it as their duty to serve the king as their lord and so rarely seem to have expected much commiseration when they were defeated.</p> </td> </tr> <tr> <td data-bbox="316 1285 820 1886"> <p>Document D suggests that one of Josselin's preoccupations was his food, which could indicate he, and his men did not get enough to eat. But he also seemed to take the better bread for himself and so perhaps the men suffered more. The damage to an aristocratic house shows that the upper classes suffered, while the plague outbreak would have affected everyone.</p> </td> <td data-bbox="820 1285 1313 1886"> <p>Document D is the view of a Puritan chaplain who was engaged on quite a leisurely march and not in any apparent danger. It indicates there were areas without much fighting and this view is supported by Document E. One is from the Midlands, although the regiment was raised in the east and the other from the Welsh borders so there is some distance between the two. Answers could add that the main fighting was in central areas and not the peripheries. The Eastern Association army had moved from the east, suggesting that there was peace in that area.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C shows that the upper classes did suffer. Newcastle had spent his considerable wealth in the service of the king and, once defeated, saw no option but to go abroad. But his Whitecoats also suffered as they were virtually all killed at Marston Moor as they refused to admit defeat or surrender.</p>	<p>Document C is written sometime later by Newcastle's second wife whom he married after these events, so she is relying on what he told her. She was a notable author of the day and had no reason to exaggerate. Her matter-of-fact approach lends credence to her story, since she does not try to engage the reader's sympathy for Newcastle's huge losses. Aristocrats saw it as their duty to serve the king as their lord and so rarely seem to have expected much commiseration when they were defeated.</p>	<p>Document D suggests that one of Josselin's preoccupations was his food, which could indicate he, and his men did not get enough to eat. But he also seemed to take the better bread for himself and so perhaps the men suffered more. The damage to an aristocratic house shows that the upper classes suffered, while the plague outbreak would have affected everyone.</p>	<p>Document D is the view of a Puritan chaplain who was engaged on quite a leisurely march and not in any apparent danger. It indicates there were areas without much fighting and this view is supported by Document E. One is from the Midlands, although the regiment was raised in the east and the other from the Welsh borders so there is some distance between the two. Answers could add that the main fighting was in central areas and not the peripheries. The Eastern Association army had moved from the east, suggesting that there was peace in that area.</p>	30
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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document E suggests that there is very little impact in the area around Myddle. Those who suffer are lower classes – Irishmen and a random selection of Price Rupert's prisoners. The disregard of Parliament for the Irish and Rupert for his prisoners, not even choosing which ones were to die also shows the lower classes did suffer.	Document E is written by an eyewitness, albeit a young one, who wrote his recollections sometime later. But there is sufficient, vivid, detail to make his account convincing and, if this was the only bloodshed in Myddle, village memories would be strong on this point.	
	Document F shows that the war affected the poor badly as the old man in this sad story has been victimised largely because he was not able to resist. His household good had a reasonable value and their loss had obviously been traumatic for him.	Document F makes it clear that, though this is a lower-class victim, there were procedures in place for such people to claim compensation and so their sufferings could be slightly lessened. It shows more consideration in this respect than Rupert did in Document C. As a quasi-legal record, the document will be reliable for what was said in the hearing.	
<p>Possible judgements (AO2):</p> <p>Answers could conclude from the documents as a set that the lower classes did suffer more as they were less able to defend themselves at the hands of soldiers, but that there were considerable regional differences. All the Documents show this to different degrees</p> <p>Answers could alternatively conclude that the losses for the upper classes could be catastrophic as they had so much more to lose. Newcastle and Devonshire are specifically mentioned here but there were other examples such as Winchester at Basing House.</p>			