

GCE 2004
June Series



Mark Scheme

History Alternative 0 Units 2, 5 and 6 *(Subject Code 5041/6041)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners****A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and undiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and undiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

Alternative O: Britain, 1603-1714**AS Unit 2: James I and the Making of the Stuart Monarchy, 1603-1625****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly “additional household expenses” in the context of the financial burden on James as the new monarch in 1603. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. James had a wife and children to provide for, e.g. wardrobe – clothes, jewels. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. direct comparison with Elizabeth with one household and James who had the additional household expenses for his wife, two sons and a daughter. **2-3**

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** in explaining why Impositions provoked such deep feelings in the 1604-1611 Parliament? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. Source B shows a view expressed in Parliament at the time. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. the comment of an MP that illustrates a key concern shared by many of his colleagues that Impositions could form the basis of extra-parliamentary revenue, which could be the foundation of absolutism. Many will comment on Bate’s Case of 1606. **3-5**
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. some may refer to this debate in the context of the negotiations over the Great Contract. Others will make more precise use of the content for developed comment on the constitutional nature of this

financial question. Direct use of the provenance of this source will necessarily be limited but some may point out the limits of this source for reference to the whole 1604-1611 Parliament. It was still a problem in 1614, so it must be a heated issue. **6-7**

(c) Use **Sources A, B** and **C** and your own knowledge.

“James I himself was the main reason why his financial situation did not improve during the years 1603-1611.” Explain why you agree or disagree with this statement.
(15 marks)

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the Sources:

Source A can be profitably used for the basis of other reasons why James struggled financially – the extra household expenses, the system, inflation and the attitude of Parliament and the class it represented.

The constitutional nature of the finance question can be linked to Source B as well as the importance of Impositions.

Source C shows the Great Contract as an attempt to solve the problems and its failure.

Own Knowledge:

Candidates should explain James' financial position in 1603 in the context of Elizabeth's debt, but with subsidies to be collected and peace to be signed with Spain. James' extravagance however immediately put pressure on a system that now had to cope with his extra households. Good candidates will point out the necessity of James as a new monarch using patronage to ensure political loyalty, but the almost immediate recognition by men such as Cecil and Hutton that James was 'too inclined to giving'. The favour directed to Scots such as Hay and then Carr also had a political dimension.

At Level 3 and above candidates must address the other factors. For example, James was expected to 'live off his own' but because of inflation his revenues were diminished and this meant that he had to exploit his prerogative more. There should be some illustration of the methods he had to rely on, through the work of Dorset and Cecil, wardship, sale of crown lands, Impositions, Book of Rates, Book of Bounty.

However, at Level 4 and above candidates will increasingly point out the political cost of these methods and may in particular use the Great Contract to bring the strands together. Parliament was unwilling to give James an annual subsidy which he would probably squander or might give him the potential to be absolute, whereas James had no desire to be tied to Parliament financially when his prerogative income, such as Impositions, was worth c£70,000. As such the vested interests of Parliament and Crown inhibited the fundamental reform that was needed and the problems remained until 1625 (really until 1689).

Question 2

- (a) Comment on "the Match" in the context of James' foreign policy. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the plan to marry Charles to the Spanish princess. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. explanation of James' belief that the Spanish Match would help secure his position as a negotiator for Europe and lessen the chances of religious war. Some may comment on the policy as a balance to the earlier marriage of Elizabeth and Frederick. Others might set the policy in a wider context stating that it had been a policy since 1613, first centred on Henry, but the post-1618 war had really brought it to the fore. Another route to full marks might be through a more direct link with the context of the extract and reference to Charles and Buckingham's trip to Madrid, or to their subsequent opposition to Spain. **2-3**

- (b) Explain why James tried to maintain peace in Europe. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. to secure the Spanish Match and the financial advantage it would bring. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. James hated war, and saw himself as Rex Pacificus. He particularly hated religious war and this could be set in the context of his overall religious approach. The limits to his finance and strategic difficulties, no standing army and a navy in disrepair and of very limited use in securing the Palatinate, also dictated a policy of peace. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. candidates might stress that James did not want peace at any price and as such use supporting information from either his willingness to intervene in Europe in 1610, until the assassination of Henry IV, or desire to return the Palatinate to Frederick and more aggressive policy post 1624, i.e. Mansfeld's expedition – although some may point out that even this was an attempt to secure peace. **6-7**

- (c) Was opposition from Parliament the most important factor in explaining James' difficulties in achieving his foreign policy aims in the years 1603 to 1625? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should make a clear explanation of James' general aim of 'peace' and there will be an element of overlap with parts of sub-question (b) as candidates state James' image as Rex Pacificus and hatred of religious war. Candidates may also point out that this was linked with his financial problems and there will probably be a lot of focus on the Spanish Match as the key policy in the period after 1618. Union will only be credited if candidates make valid comment on it as an issue of perceived foreign policy.

However, to get into Level 3 there must be some attempt at assessing James' difficulties in achieving his aims. As comment and detail becomes more developed on the role of Parliament and, in particular, other factors, candidates will move into Level 4 and Level 5.

While the question covers the whole reign extensive coverage is not expected and answers that focus solely on the post 1618 period, as long as they have made some comment about James' general aim, can be awarded Level 5 if appropriate in detail and comment. Indeed it is expected that the bulk of answers will predominantly focus on the post 1618 period as this is the time when foreign policy was the main issue, and the extract points candidates in that direction. With regard to the pre-1618 period candidates may refer briefly to the 1604 Treaty of London or the Cleves-Julich dispute. However, good candidates will make the distinction that in terms of Parliament the real problems for James' foreign policy are post 1618 rather than with these two affairs in which he was generally successful in achieving his aims.

At Level 4 and Level 5 the other factors candidates will start to bring into their answers might include the strategic and financial constraints on James or the opposition of the Spanish to the 'Match'. Indeed some may point out that this was the fundamental problem with his strategy. What might also distinguish top Level 4 and Level 5 answers is the understanding of the nature of Parliament in 1621 and 1624 when considering foreign policy, and the more subtle aspects of James' approach to both Parliaments and foreign policy generally. In 1621 he initially appeared to want Parliament to discuss foreign policy, knowing that jingoism might push Spain into signing a marriage alliance. When this backfired the constitutional implications brought more readily to light by the Protestation were a real sign of opposition to James' policy from Parliament. However, candidates might also point out the reluctance of MPs to vote the funds necessary for a land war. With regard to 1624 candidates might stress that the role of faction and crucially the lead given by Buckingham and Charles was the real problem for James. The key issue here was the Subsidy Act, although some might still point out that despite the increased pressure and Mansfeld's expedition James never formally went to war with Spain and as such maintained his aim of peace, even if it was becoming increasingly perilous.

Question 3

- (a) Comment on “divinely-appointed kings” in the context of James’ authority. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. James believed he was appointed by God. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. James saw himself as God’s representative or lieutenant on earth and as such had enormous powers, theoretically absolute. Some may state examples linked to the idea of the prerogative – head of the church, finance, government. Another route to full marks may be through a comment that James also accepted as God’s representative that he had various responsibilities as he was accountable to God. **2-3**

- (b) Explain why many contemporaries could criticise James for his “character weaknesses”. (7 marks)

Target: AO1.1, AO1.2

L1: Demonstrates implicit understanding of the issue, e.g. one example of a perceived weakness with no context or example. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. focus will be on the weaknesses, even basic description with own contextual knowledge can be awarded Level 2, 5 marks – favouritism to Scots, general extravagance, favourites generally and the sexual nature of his relationship with Carr and Buckingham, too tolerant of Catholicism, too peaceful, the nature of the court. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. these answers will be distinguished by more direct comment and context on the above ‘faults’ – to the key reason for ‘why’ he could be criticised – James’ weaknesses undermined the idea of him as God’s representative. Focus might be on the role of favourites and the limits of patronage under James, favour to Scots in the context of fears of the Union in 1604-1607 or extravagance and financial reform. Others might use the extract for comment about James’ perceived absolutism through his speeches and actions – Bate’s Case, royal proclamation of the title of King of Great Britain or the ripping out of the Protestation and dissolving Parliament. **6-7**

- (c) Were James' "character weaknesses" the most important reason in explaining his problems with his Parliaments? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The extract should provide a direct way into how James' perception of his authority annoyed MPs. Candidates will then distinguish their responses by the levels of support they are able to use to illustrate when James blundered into constitutional problems during his reign, or allowed them to develop; the Buckinghamshire election dispute, Union, impositions, monopolies, foreign policy etc. At Level 3 and above candidates will bring out how MPs' fears over these issues were related to James' other faults, into terms of extravagance and patronage, in particular.

At Level 4 and above candidates should point out the other factors that caused problems – James' actual policies in foreign policy in particular, although some may regard his approach as based on a weakness contemporaries would criticise him for. Candidates may also point out that some of the problems were due to faction or Parliament's failure to grasp the realities of finance or war, or even some wishing to limit the powers of the crown.

Level 5 answers will probably be distinguished by the clarity with which candidates view the problems James had with Parliaments, in the context of the fundamental ambiguity of the ancient constitution and the necessity of both 'sides' to always take a defensive posture to maintain their prerogative or privilege, rather than allow precedent to undermine it.

Alternative O: Britain, 1603-1714**A2 Unit 5: Monarchy: Challenged, Rejected, Restored and Restrained, 1625-1714****Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

How far do these two sources agree in their interpretations of the causes of the divisions of 1641-1642? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Answers at Level 1 will demonstrate basic agreement that many wanted to avoid conflict.

Level 2 answers will demonstrate that both 'sides' sought to organise support, but particularly a minority.

At Level 3, explanation can be through the greater stress in Source B on the role of Charles that brings out the difference between the sources, which cover a lot of similar themes but with different emphasis. Candidates can point out that as both are 'overview' sources of the period they are likely to be similar.

At Level 4, candidates will understand the reluctance of the majority to choose sides and the difficulty by 1641-1642 in perceiving who was the greatest constitutional threat, indicated in Source A and in Source B commented on in terms of Charles' manipulation. Explanation and judgement may also be provided by supporting specific own knowledge, e.g. reference to the development of 'Constitutional Royalism' implied in both sources and its importance in 1641-1642. The importance of religion is stressed in Source A as a key cause of division and the trigger for armed conflict in the period March to August 1642. Such information will be used as part of a sustained judgement on the extent to which the two sources agree.

- (b) Use **Sources A** and **B** and your own knowledge.

“Religion was the most important factor in bringing about civil war in England in 1642.”

How valid is this assessment? (20 marks)

Target AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the Sources:

Source A can be used to stress that religion shaped the response of the minority of ‘activists’ on both sides.

Source B can be used to refer to the necessity of a religious settlement outlined in the Grand Remonstrance which Charles reacts to, or Parliament’s use of stories of Catholic plotting – some may set this in the context of the Irish Rebellion.

Own Knowledge:

For Level 3 and above candidates need to have addressed the role of religion directly but also have considered other factors that brought about civil war. Increasingly at Level 4 and Level 5 candidates will illustrate the interrelation between the factors that brought about conflict but will have sound examples to reinforce this. The other factors that might be addressed are: the

role of Charles; the role of Parliament or MPs such as Pym and the British Context, i.e. the Scottish Rebellion.

At Level 4 and Level 5 there should be some attempt at judgement, even if limited, on the importance of religion in relation to other factors. There will also be a clear concentration on the causes of division in England that led to civil war, and therefore many answers may concentrate on the breakdown of parliamentary unity in 1641-1642 and the development of "Constitutional Royalism". This allowed the two sides to form in England that were necessary for any conflict.

Section B

Questions 2-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

(a) Use **Sources A** and **B** and your own knowledge.

How far do these sources agree on the reasons for the weaknesses of the Whigs?

(10 marks)

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 **L2: 7-11** **L3: 12-15** **L4: 16-18** **L5: 19-20**

Indicative content

Answers at Level 1 will give basic statements on the sources agreement on the division of the Whigs, e.g. who would succeed.

Level 2 answers will show more explicit understanding, e.g. the problem of succession as a wider problem.

Level 3 answers will indicate that Source A stresses the role of Charles II and a feature of both is the manipulation of political situations against the Whigs. As both are general summaries of the period candidates can point out they are likely to be similar.

Level 4 answers will indicate that Source A has more focus on the parliamentary limitations of the Whigs' position, e.g. lack of control of the Lords, whereas Source B has more focus on the wider problems of their position, problems that Charles could manipulate.

(b) Use **Sources A** and **B** and your own knowledge.

“Throughout the crisis his actions were almost faultless.”

How valid is this assessment of why Charles II emerged triumphant for the Exclusion Crisis?

(20 marks)

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 **L2: 7-11** **L3: 12-15** **L4: 16-18** **L5: 19-20**

Indicative content

From the Sources:

Sources A and B can both be used to illustrate the other factors in explaining the outcome of the Exclusion Crisis, in particular the weakness of the Whigs.

Own Knowledge:

At Level 3 and above, candidates need to show the combination of factors: division among the Whigs; the question of succession; fear of a repeat of 1641; the position of Parliament; the role of William, for example, as well as Charles' actions in relation to these. For focus on Charles' actions candidates might comment on the following: admission of opponents to the Privy Council; the exile of James; Danby's dismissal; refusal to interfere with the Popish Plot trials, resistance to Shaftesbury and the use of Charles' prerogative powers. Candidates may wish to question the idea of 'faultless' or 'triumphant' by pointing out problems that remained. At Level 4 and Level 5 that will probably be more of a stress on the combination of factors.

Question 3

"A period of tyranny."

"A period of much needed financial, administrative and religious reform."

Which of these statements is the more valid assessment of Charles' Personal Rule, 1629 to 1640? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

At Level 3, candidates should have addressed both statements directly by illustrating Charles' policies and approach that could support both statements. At Level 4 and Level 5 more balanced argument will highlight the short term and surface success of the Personal Rule and policies such as the Book of Orders, Ship Money and even Laudianism until 1637/1638. Some candidates may even use Sharpe to support the statement that reform was 'needed' in the sense it was creative or positive. The underlying tension created by Charles and suggested by such examples of opposition as the Hampden Case, the diaries of the Kent gentry and the Scottish Rebellion and the resulting 1640-1642 crisis will provide a wider context for judgement in answers of Level 4 and Level 5. These answers may also be marked by an argument that Charles' reform created an impression of tyranny for some of his subjects that explains the collapse of the Personal Rule after 1637.

Question 4

“Parliament was more to blame than Charles I.”

How valid is this assessment of the failure to achieve a political and religious settlement in the period 1646-1649? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Focus should be on the failure of settlement in these years and in particular the actions of Parliament and Charles. At the top of Level 3 and above, candidates will increasingly make a distinction about the nature of Parliament in this period and its role in bringing about the politicisation of the New Model Army. As such answers at this level will increasingly show the range of groups involved in settlement: Charles, Political Presbyterians, Political Independents, the Army, the Levellers and the Scots. The importance of the interaction between the Army and the King will be evident in Level 4 and Level 5 answers through reference to such key events as the Heads of the Proposals and the impact of the Second Civil War. Clear judgement, for example Parliament’s failure to meet the army’s material grievances in 1646 hampered settlement or Charles’ rejection of the Heads, will be seen in Level 4 and Level 5 answers.

Question 5

“Conservative in politics. Radical in religion.”

How valid is this assessment of Cromwell’s rule as Protector in the years 1653 to 1658? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should outline Cromwell’s aims for settlement in both areas. Most should be familiar with the concept of Cromwell’s apparent paradoxical religious radicalism and relative political conservatism. The tension between the two can be illustrated by a basic narrative of the Protectorate. At the top of Level 3 and above there will probably be more focus on the issue of kingship as particularly illustrative of the tension between the two factors. At this level candidates will also have a broader concept of the forces that shaped Cromwell’s rule as Protector, e.g. Republicans in Parliament, ‘civilian Cromwellians’ and ‘military Cromwellians’, the apathy of the gentry and royalism. Foreign policy information is also valid.

Question 6

To what extent was the Rump Parliament (1649-1653) more successful than Oliver Cromwell as Lord Protector (1653-1658) in foreign policy? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There should be a review of the foreign policies of both periods, although this does not have to be evenly balanced. This will be set in some form of ‘success’ context in most answers. At the top of Level 3 and above however, candidates should begin to comment on success by some form of criteria assessment, ‘England’s interests’, religion, personal, economic. Some may also make distinctions about short and long term success or the impact on the image of the country. As such there will be some comment about the motivation of for policy in both periods.

Question 7

“Division among the army leadership rather than the actions of Charles II led to the restoration of monarchy in 1660.”

With reference to the period 1658-1660, assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

At Level 3 and above, good candidates will recognise that Charles’ role was limited, especially until the end of 1659. However they should also indicate that without some kind of appeal Charles’ return would not have been possible. Some might comment on the role of Hyde but the Declaration of Breda should be referred to at Level 4 and Level 5. In some ways Charles’ limited action had a positive effect. The threat of anarchy meant a consideration of Charles as a source of stability. As such the failure of the army leadership and in particular the division between Monck and Lambert should be set in the context of contemporaries’ perceptions of the threat to the social, economic, political and religious order posed by the breakdown of Republic rule and the increased Quaker threat, which was now firmly linked with Lambert’s forces. At Level 5 some candidates might also comment on the revolutionary limitations of the army leadership.

Question 8

“Clarendon’s fall from office was more the result of Charles II’s instinct for political survival rather than the failings of Clarendon in the years 1660 to 1667.”

How accurate is this assessment?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Clarendon’s role and policies should be outlined and their success or failure assessed in context. Key focus should be on their contribution to his fall. In considering this, at Level 3 and above, the role of faction should be addressed as well as Charles’ own role. At Level 4 and Level 5 comment on Charles’ relationship with Hyde and the king’s changed perceptions by 1667 should be clear. The role of Parliament and the importance of the Dutch War will be the basis of many examinations of Clarendon’s failure.

Question 9

With reference to the political and religious developments in the period 1688-1689, how “revolutionary” was the overthrow of James II and the settlement that followed? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

At Level 3 and above there should be some qualification of the term ‘revolutionary’. While a new monarch was brought in, succession changed, limitations placed on the monarch through oath, Declaration of Rights, financial settlement, dissenters’ freedom or the Scottish context of revolution – these factors may be used to illustrate change. The limited nature of opposition to James II and the conservatism of the justifications for ‘revolution’ should be used to balance answers at the top of Level 3 and above.

Question 10

How important was overseas trade as a factor contributing to changes in Britain's economic and social structure during the years 1625 to 1714? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Exhaustive coverage of such a wide period is not expected. Illustrative examples throughout should be used to show how economic developments brought about social change as well as other factors that stimulated change. The following areas might be commented on: internal and external trade, trade treaties, Navigation Acts, development of capitalism. Candidates may also consider the role of religion, politics, war and revolution.

Alternative O: Britain, 1603-1714**A2 Unit 6: Oliver Cromwell: Hero or Villain?****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is Davis's interpretation of the approach of Cromwell to settlement in the period 1653-1658? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Candidates should demonstrate their understanding of Davis's interpretation of Cromwell's approach: he sought to build a coalition through which settlement could be achieved in politics and religion. Some note of Davis's belief that reformation was secondary would indicate a more developed grasp of the interpretation. In terms of evaluation of the interpretation reference at Level 3 and above could be made to the nature of the coalition and the resulting tensions between 'military' and 'civilian'. There could also be comment on Davis's interpretation of the Protectorate as increasingly conservative. At Level 4 some candidates will link this with the 'paradox' view of Cromwell torn between 'healing' and 'reformation'. At Level 4 explicit reference to 'kingship' as part of this process may also be apparent.

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about why Cromwell refused the offer of the Crown? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. 3-5

- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Up to Level 3, candidates will probably focus on content and make varying use of the comment with regard to religion and Providence. For Level 3, candidates should make direct comment about the usefulness of a source from Cromwell explaining his motives. This should be linked to the content or own knowledge, especially with regard to 'Providence' at the top of Level 3. Some reference to other aspects of Cromwell's career where Providence played a role, 1648, might also feature in Level 4 answers. However, at Level 4, candidates may address the nature of Cromwell's audience, possibly the utility of his speeches generally, or particularly the influence on his decision not referred to here, the army. This might come in the form of reference to the role of Lambert, the Officers' Petition or the comments of men such as Captain William Bradford.

- (c) Use **Sources A, B** and **C** and your own knowledge.

"King in all but name."

Assess the validity of this verdict on Cromwell as Protector, 1653-1658. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
 Demonstrates by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the Sources:

Source A can be used in the light of Davis' interpretation that the Protectorate did witness a progressive conservative drift because of Cromwell's search for order, eventually leading to 'Kingship'.

Source B can be linked to Cromwell's refusal of the crown and the reference to the fracturing of the 'coalition'.

At the heart of the answer should be an analysis of the argument advanced in Source C and as such its use as part answers should be fairly clear for majority of candidates – the nature of the Protectorship reflected elements of kingship.

Some might link Sources A and C in terms of 'progression' to 'Kingship'.

Own knowledge:

Candidates need to consider the question in the context of Cromwell's authority based on the Instrument and the army and the limits of his authority through the problems he encountered over the period. As such direct answers outlining Cromwell's powers and how he found his authority questioned and limited in relation to some specific examples will reach the top of Level 3. At Level 4 and above however, there should be more directed comment illustrating the nature of Cromwell's authority, e.g. the limits on Cromwell's power within the Instrument, the questioning of the Instrument in the First Protectorate Parliament, the reliance on the Major-Generals or the problems of religion through Parliament's role in the Nayler Crisis.

A theme for some candidates might be that the problems in relation to Cromwell's authority led to the development of the Kingship offer. As such Level 4 and Level 5 answers will probably be marked by some distinction in the authority of Cromwell under the two written constitutions. At Level 5 some candidates might develop comments on the post-Kingship Protectorship being flawed by Cromwell's refusal of the crown, i.e. he was 'King in all but name', but the 'name' was more crucial for settlement than his 'constitutional' powers.