



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

# History

## Alternative O: Units 2 and 5

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

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**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 indiscriminating 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 indiscriminating 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 AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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 the 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 “justice of Parliament” in the context of the fall of Cranfield.

(3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. prosecution/action taken against Cranfield by Parliament/Commons. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context. Use of the phrase ‘impeachment’ in relation to Parliament/Commons should be credited with 2 marks. Developed explanation making clear that Cranfield was removed from office because his introduction of Brett and opposition to war threatened Buckingham’s position as favourite and supporter of war by this stage, 1624. As a result, James abandoned him to Parliament who also wanted war. 3 marks could also be awarded for more precise definitions of impeachment, i.e. a judicial procedure used by the Commons against an individual and the charges were then tried by the Lords. Before the impeachment of Bacon (1621) and Cranfield (1624), this procedure had not been used by parliament since the fourteenth century. **2-3**

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

How useful is **Source B** as evidence about Buckingham’s influence with James I ?

(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. Source B shows that James cared for Buckingham. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance. Clear and relatively full use of content that illustrates James’ affection for Buckingham can be rewarded up to Level 2/5 marks, although there should be a statement focused on ‘Buckingham’s influence with James

I'. Some candidates might also point out potential limits of this source, e.g. changing nature of the relationship post-October 1623. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context. For Level 3 there should be some clear comment with regard to the utility of the source in relation to its provenance/nature. For example candidates may point out that as a personal letter from James directly to Buckingham, linked with some of its content, it is an 'honest' representation of James' feelings. They might link with their own knowledge to comment on Buckingham's rapid rise to Marquis through James' patronage. Another indication differentiating Level 3 from Level 2 answers will be comment on the tone of the language used that still indicates that James regarded himself in the dominant position, e.g. 'child', possible implied threat to Buckingham's position in last sentence as the source of all favour in a personal monarchy was access and proximity to the sovereign. **6-7**

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

"In the period 1621-25, James' power was mainly undermined by Buckingham." 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* the 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 contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the source *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 or partial. **14-15**

**Indicative content**

From the Sources:

Source A can be used with regard to the removal of Cranfield who can generally be regarded as doing a sound job with James' finances. Whilst he was corrupt, this was nothing out of normal standards and the real reason for his removal is as expressed in the source and opposition to Buckingham's support for war. Candidates might also use it to comment on the bond that had developed between Buckingham and Charles since their trip to Madrid. On the surface it seemed that both were undermining James' authority by pushing for war in co-operation with Parliament.

Source B can be used simply to illustrate the depth of James' affection for Buckingham and how this was the root of Buckingham's political influence.

Source C can be used to comment on the extent of Buckingham's influence and how his control of patronage alienated many others at James' court.

Own Knowledge:

Candidates should address how Buckingham did undermine James' power during these years. Here a lot of candidates will make use of the sources as outlined above and those with a good grasp of the narrative will particularly focus on post October 1623. Some of these answers will include relevant comment about how the nature of their relationship damaged the image of the Crown and the court. This is likely to be indicative of a Level 3 response and above. Even apparently basic comments about the sexual nature of Buckingham's relationship with James are valid if linked with comment about seventeenth century values or more precisely a monarch whose position was essentially legitimised by divine right. Indeed use might be made of the parallel James made between himself and Buckingham and Jesus and John the Baptist.

At Level 3 and above however, there must be some reference to other factors. Candidates can consider how Buckingham's influence was not always negative. Here some candidates might refer to the argument of Lockyer that Buckingham was an able administrator. More likely is that candidates will refer to the issues of the period 1621-25 that made it appear as if James was under attack from Parliament, i.e. foreign policy and finance. Better candidates will illustrate these in more depth and outline the constitutional nature of these issues through such things as the Protestation of 1621 and the Subsidy Act of 1624. Such responses will be more likely to be within the Level 4/Level 5 range. At Level 4 it is expected that candidates will also bring out the importance of the role of Prince Charles and his relationship with Buckingham. As such this might be used by some to indicate the limits to Buckingham's influence as it was still necessary for him to be tied with the heir, he was still dependent on the 'monarch'. At Level 4 and Level 5 candidates should also point out that fundamentally James was still in control. While he was under pressure by the 1624 Parliament he had realised the problems with his Spanish Marriage policy and was seeking to compromise with Parliament, not give in. James never went to war with Spain and Mansfeld's expedition was a very limited venture. Some may even give a more nuanced view of Buckingham acting as a foil for James with Parliament through such things as the 'Relation'. Such qualifying comment will most likely be the hallmark of Level 4 and Level 5 responses.

**Question 2**

- (a) Comment on “What God hath joined” in the context of James’ arguments for the Union of the two kingdoms. (3 marks)

*Target: AO1.1*

L1: Basic or partial explanation of the issue based on either the source or own knowledge. James was king of both countries; that geographically they were linked; administrative sense. 1

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. James was justifying the plan of Union on the basis of God’s authority because he was king of both because God had directed it, through Divine Right, and thus Union should be the natural progression. James had a legitimate claim through the marriage of Henry VII’s daughter Margaret to James IV of Scotland. 2-3

- (b) Explain why the idea of a Union of the two kingdoms was opposed by many English MPs. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. anti-Scottish. 1-2

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. Concern that James would favour Scots at court; economic drain of Scotland, loss of titles, lands, trade. 3-5

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links or draws conclusions in order to provide an explanation. Should show an understanding of the more fundamental constitutional concerns expressed in Parliament. A ‘Great Britain’ would require new laws and the danger this posed if the king as the source of the law had absolutist tendencies. 6-7

- (c) Explain the importance of the Union, in relation to other factors, in causing conflict between James I and his First Parliament (1604-11). (15 marks)

*Target: AO1.1, AO1.2, AO2*

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

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 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 illustrate that the issue of Union did cause tension in the second session of the Parliament. As a policy that James was strongly in favour of many might comment on his disillusionment with the response of many English MPs. As such, criticism of the Union could easily be interpreted as criticism of him.

However, Union needs to be set in the context of the other issues in the First Parliament: Buckinghamshire Election; Shirley's Case; Bate's Case and Impositions for top Level 3 and above. Increasingly candidates will indicate the linking of the issues. Many candidates might stress that it could be argued that the 'Great Contract' was the issue that actually brought dissolution.

At Level 4 and above, candidates should address 'cause of conflict'. Some candidates might argue that Union did provide a context for fears that return in the Great Contract debate about the powers of the crown. More fundamentally, 'conflict' should be assessed at Level 5. Some might use the nature of the Apology and Satisfaction or Parliament as an institution. Other might use James' speech of March 1610 which, while illustrating the fundamental ambiguity of the 'ancient constitution', shows his realisation that compromise is what made the system work and generally this was accepted by both 'sides'.

### **Question 3**

- (a) Comment on "Arminian" in the context of the religious groupings during the reign of James. **(3 marks)**

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge. Protestants. A group perceived as Catholics. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge. Protestants within the church of England who denied predestination, anti-Calvinist, anti-Puritan, very supportive of episcopacy. A group who appeared to be growing in influence post-1618. Some candidates might refer to Montague, Andrewes or even Laud. Reference to retention of some Catholic traditions or more ‘visual’ approach to religion. **2-3**

(b) Explain the reasons why James was sympathetic to the Arminians during the years 1618-25. *(7 marks)*

*Target: AO1.1, AO1.2*

L1: Demonstrates implicit understanding of the issue. Basic statements – James maintained a broad church. Liked the preaching of Andrewes. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material. More developed comment about James’ policy of a broad church. His intellectual approach meant that he liked debate and there were elements of Arminianism he would agree with as indicated by his reference to the Catholic church as the ‘mother church’. This may be linked with a more direct reference to Montague and his book ‘*A New Gag for an Old Goose*’ which sets the answer more directly in the 1618-25 context. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation. There must be some clear and direct 1618-25 context for Level 3. In particular, candidates might refer to James’ support of the Arminians because they were a key group supportive of his foreign policy and this political reason may have been more important for him than any religious reasons. Some candidates may even use the Synod of Dort to question the idea of James sympathy for Arminianism. **6-7**

(c) Explain the importance of foreign policy, in relation to other factors, in influencing the relationship between James I and the Puritans in the years 1603 to 1625. *(15 marks)*

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

*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**

Some answers will focus heavily on the religious basis of the relationship running through events from the Millenary Petition, Hampton Court Conference, Bancroft's Canons, the appointment of Abbot, the authorised Bible to the Book of Sports. This is obviously legitimate but differentiation will come from the comment linked to the question. For top Level 3 and above however, candidates should show how foreign policy influenced James' relations with the Puritans as well as other factors.

In terms of foreign policy concentration will be on the Spanish Match and the Parliaments of 1621 and 1624. The general point will probably be that as the Puritan agenda of anti-catholicism was more broadly shared in this period the pressure appeared to increase on James. Whereas he had successfully made the distinction between moderates and extremists earlier in his reign his foreign policy was disliked by the majority of the nation not just Puritan fanatics. As a result he issued the 1622 Direction to Preachers. Some may regard 1618 or 1621 as a turning point, regarding James' relationship with the Puritans previously as generally successful. Distinction may also be seen in the level of detail used linking religion and foreign policy in the period after 1618 through comment on the Synod of Dort or James' apparent reliance on the Arminians. At Level 4 and Level 5 some candidates may point out that for James the real pressure came with the 'Protestant Alliance' and the changed positions of Buckingham and Charles, but that he still managed the 1624 Parliament relatively well and his authority was never fully questioned by the Puritans or anyone else.

**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.

To what extent do **Sources A** and **B** differ in the reasons they offer for the dissolution of the Rump Parliament? (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**

The sources disagree over Rump MPs plans for continuation of their power; Source A is focussed on their self interest whereas Source B is based around the political clash of Parliament and Army; explanation through Source A coming from Cromwell as representative of the army or in justifying his actions in dissolving the Parliament. At Level 4, candidates will show understanding of the fundamental political differences between the MPs and the Army about the nature of reform and political authority.

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

“Any achievements were limited by their own self-seeking.”

How valid is this view of the achievements of the First Rump Parliament, 1649-53? (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 particularly focus on the idea of the MPs as being self-seeking and this leading to Cromwell taking action against them for their lack of reform, although some candidates might question the reliability of this interpretation. Source A can also be used to comment on the limits of the Rump's achievements because of their factionalism and focus on ruining the position of the army.

Source B will be used predominantly to indicate that the Rump's achievements were limited because of its removal by the army who perceived it as a threat.

Source C can be easily used to outline what the Rump claimed to have achieved, although like Source A some candidates may comment on its reliability.

At Level 4 and Level 5 the utility and reliability of Sources A and B in the context of their own knowledge may feature in candidate responses.

## Own Knowledge:

At Level 3 and above, candidates need to have addressed what the Rump did achieve, how this was limited and why, including self-seeking but other factors. As answers become more developed moving into Level 4 and Level 5, candidates will address the fundamental conservatism of most MPs and the differing agendas of the Rump and the Army. This may lead to some qualifying comment about 'self-seeking'. Whereas the army regarded it as a sign of corruption and abuse of power, men such as Haselrig regarded themselves as the true legitimate authority, not 'Parliament's army'. As such the achievements of the Rump will be set in the differing context of the differing perspectives of contemporaries, as illustrated by Sources A and C.

With reference to achievement candidates can consider the establishment of a post-regicide Republic, the conquest of Ireland and Scotland, the Dutch war, the crushing of the Levellers, financial reform, religious reform and legal reform. However, all of these can be seen as limited, especially from the army's view, indeed some can be regarded as more directly achievements of the army. The post-3 September 1651 situation (the removal of the military threat after victory at Worcester allowed the army to focus on politics) increased pressure from the army around the question of constitutional reform triggered the end of the Rump and thus the limit to its achievements.

## Section B

Questions 2-7 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 almost to 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

“Buckingham was the scapegoat for, not the cause of, the King’s problems.”  
How valid is this view of the problems facing Charles I in Parliament and foreign policy in the years 1625 to 1629? *(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 show a sound grasp of the main events of the period 1625-29 relating to Buckingham, Parliament and Foreign Policy: attacks on Buckingham in Parliament, the unsuccessful attempts on Cadiz and La Rochelle, the Remonstrance of 1628 attacking Buckingham’s conduct of the war.

At Level 3 and above candidates might show that the problems related to the stance of Buckingham and Charles in the 1624 Parliament and most will state directly that the foreign policy directly brought many of the problems in the parliaments of 1625, 1626 and 1628-1629. Indeed, it could be pointed out that if Buckingham had been successful, and it was not a foregone conclusion that he was not going to be, the situation for Charles in Parliament would have been transformed.

The role of Buckingham should be addressed directly in the context of the nature of his relationship with Charles but at Level 4 and above, candidates should also focus on Charles’ own role, particularly with regard to Laudianism (illustrated through Montague as royal chaplain and Laud, although Buckingham may feature in relation to the York House Conference), the Forced Loan and the Petition of Right. Another aspect that may be developed from this is how Charles’ personality shaped his kingship and to what extent he was fundamentally unsuited to the task of kingship in the early modern context. The 1629 parliament reinforces the impression that problems were not simply due to Buckingham.

At Level 3 and above, ‘scapegoat’ should be directly commented on and some candidates at Level 4 and Level 5 might address this in relation to the tactics of MPs in focusing on ‘counsellors’ to avoid raising more fundamental constitutional questions, in part shown by the failed proposal for a Bill of Rights by Selden in 1628. From Charles’ perspective the Three Resolutions merely confirmed his view that the root of the problems were radical MPs, not his policies or Buckingham.

**Question 3**

“Charles I faced a civil war in England in 1642 because of his mishandling of Scotland and Ireland”.

How valid is this assessment of the causes of civil war in England? (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 on Charles' role in the period 1637-42 should be apparent. In terms of 'mishandling' or mistakes, candidates can consider events such as the Prayer Book rebellion and the Incident in Scotland and Wentworth's policies leading to the Irish Rebellion. However, at Level 3 there should be some direct comment about how these created a political crisis in England. At the top of Level 3 and above, candidates will need to focus on the breakdown of unity in Parliament and the development of two sides in the period 1641-42. At Level 4 and Level 5 these other factors should be addressed clearly, especially the role of Pym and issues such as religion, the prerogative/privilege debate, and how they brought about the formation of a royalist party thus making war in England possible.

**Question 4**

“Politics was more important than religion.”

How valid is this assessment of the development of radicalism within the New Model Army in the years 1646 to 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**

At Level 3, candidates will be expected to have addressed the contribution of both factors to the radicalism of the New Model Army. At the top of Level 3 and above this will become more sophisticated and detailed, as well as including comment on the nature of the religious and political framework within which the New Model Army's politicisation took place. While candidates might rightly argue that material grievances sparked the army's latent political agenda at Level 4 and above, candidates will make distinctions about the army's politics over the period and among its ranks. For example, some may comment on the split in

the army in 1647 and the removal of many 'Presbyterians', or the different perspectives of the 'grandees' from the rank and file or those sympathetic to the Leveller platform that comes explicitly to the surface at Putney. Comment on the conservatism of the army's Heads of the Proposals is also valid as well as the changed attitude brought about by the Second Civil War. As such, good candidates will appreciate the inter-relation between the political and religious identity of the army given its self-image as an 'army of saints' and thus justification for its political role. Even here some may differentiate between the religious stands within the army. In commenting on these themes there should be reference to the basic narrative of the failure of settlement in the period that drove the army to become more radical over the period, i.e. alienation by the Political Presbyterians and the actions of Charles I.

### Question 5

To what extent was the military basis of Cromwell's rule as Protector, 1653-58, the cause of his failure to achieve religious and political stability? (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 address directly how the military basis of Cromwell's rule seriously hindered his ability to secure political stability in terms of his perception of 'settlement' being essentially conservative – rule through a traditional parliament and gentry. The old 'political nation' would simply not accept the military basis of the regime. However, distinction can be made about evidence of more passive acceptance of the Protectorate than the previous republican experiments of 1649-53. Some candidates may even set Cromwell's political failure in a wider context of the failure of settlement since 1641 or comment on imposed stability through the Major Generals.

With regard to religious stability, some may comment on Cromwell's beliefs actually hampering his likelihood of achieving stability and that no early modern regime could succeed in this area even with force. The military basis of the regime provided the one attempt to impose a 'reformation' but this was limited. Many candidates will comment on the contradiction between Cromwell's approach and his religious policy as a cause of political instability.

At Level 4 and above there could be a consideration of the fracturing of the Cromwellian alliance over the issues of the military, politics and religion as a cause of instability in itself.

**Question 6**

To what extent was Charles II's foreign policy motivated more by economic than by religious concerns? (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 illustrated how both economic and religious concerns shaped Charles' foreign policy. Increasingly however, candidates will indicate the interaction between the two factors but also the other issues that shaped Charles' approach and make clear judgements about what shaped particular policy in the light of specific detail at Level 4 and Level 5. Candidates will probably concentrate on Charles' Dutch and French policies. 'Events' used to assess motivation may include – Dutch: non-European trade; Navigation and Staple Act; London merchant pressure; East India Company as well as Charles' desire for personal profit. French: Dover Treaty; admiration of French system.

**Question 7**

“Danby's failure, in the period 1673 to 1678, was more to do with Charles II than his own mistakes”.  
How valid is this judgement? (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**

Danby's aims of reconstructing a parliamentary majority for the Crown through a policy of Anglican supremacy by an anti-French stance, solving Charles' financial problems, should be explained. In relation to these candidates should examine Charles' role in following a different diplomatic path and continuing to spend money freely. At Level 4 and Level 5, candidates should explain the difficulties Danby had with Parliament and the consequent effect on his relationship with Charles. The impact of faction and 'opposition' to Danby in Parliament at Level 4 and Level 5 will be linked with Charles' own attitude to Danby.

**Question 8**

“The Exclusion Crisis strengthened rather than weakened the political authority of Charles II.”

Assess the validity of this statement with reference to the period 1678 to 1685.

(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 show a good understanding of the dynamics of the Exclusion Crisis as well as its details, particularly with regard to the role of Charles in overcoming the real difficulties he faced through the use of his prerogative as well as the failure of the Whigs (support of Monmouth/William; recourse of threat of violence; radicalism of annual Parliaments; activities of Shaftesbury). At Level 3 and above there should be increasing focus on how Charles emerged post 1681, the division of the Whigs, no parliaments and Tory reaction. Against this some might question the danger to monarchy during the crisis and the problems Charles faced post 1681, e.g. inability to have a Parliament to work with.

**Question 9**

“James II’s political policies were more important than his religious policies in pushing his subjects into rebellion”.

Assess the validity of this judgement with reference to the period 1685 to 1688.

(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**

James’ policies in both politics and religion need to be assessed in terms of the ‘opposition’ they created, e.g. intention to repeal the Test and Corporation Acts; decision to maintain and increase in size the army used to suppress Monmouth’s rebellion; the promotion of Catholics in the army and in local government; ‘Godden v. Hales’; the two Declarations of Indulgence 1687/88; campaign to manipulate parliamentary elections. Other factors that aided rebellion, such as the role of William, Louis XIV, or James’ last minute decision to flee should be clear

at Level 3 and above. Good candidates will comment on ‘pushing’, ‘subjects’ and ‘rebellion’ to make more effective analysis of why James was removed in relation to this specific question.

### **Question 10**

How important were trading companies in stimulating social and economic change 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**

Extensive coverage of the period is not expected but there should be a range of examples and context to address directly the issues of social and economic change. At Level 4 and Level 5 there must be some assessment of trading companies in a wider context by assessing their impact in the light of the other forces that produced change in this period.