



**General Certificate in Education**

**AS History 5041**

**Alternative O Unit 2**

**Mark Scheme**

*2007 examination – June series*

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 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

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

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

The 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 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.

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.

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) and in deciding on a mark within a particular level of response (Section C).

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**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.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

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.

**June 2007**

**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 what was meant by ‘presbyterianism’ (lines 3 and 5) in the context of the religious groupings of James’ s reign. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. radical protestants; reference to Scotland. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. system without bishops, separation of church and state, undermines power of monarch, not significant group in England, James’s antipathy towards predestination, James’s comments at Hampton Court Conference, anti-Catholicism. **2-3**

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

How useful is **Source B** as evidence of James I’s approach to Catholicism in the years 1603 to 1606? (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 statement identifying utility/reliability of the source based on the content, e.g. not going to persecute. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. useful as a letter from James I outlining his approach. Not persecute but implication that he would not allow them to ‘force’ their ‘principles’. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. letter from James to his Chief Minister outlining his general pragmatic approach. James’s comments shaped by context of succession. Has key comment on ‘mother church’.

Limited by date, for example, cannot take account of Gunpowder Plot and subsequent Oath of Allegiance. **6-7**

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

‘James’s moderation was the main reason for his success in dealing with both Puritans and Catholics in the years 1603 to 1625.’

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:

A – limited nature of puritan threat

B – James’s pragmatic approach to Catholicism

C – James’s policies shaped by politics.

From own knowledge:

At the higher levels there should be some consideration of James’s level of success. Focus should be on the problems from both groups, James’s differing approaches and relative success. The clarity of illustrative detail and qualifying comment around these themes will be

the key in differentiating responses. For example, stronger candidates will be able to show the similar problems in terms of James's authority presented by both groups but also the differences, or the inter-relation between the problems presented by both groups, i.e. the Puritans were driven by anti-Catholicism. For Level 3 and above candidates may show how his policy of distinguishing between moderates and extremists was a key reason for his success as well as the other factors that helped him, the essential moderate political nature of Catholics and Puritans if not pushed into opposition. James's use of more forceful measures when necessary should also be brought out through comment on, for example, Bancroft's Canons (especially Canon 36), the Oath of Allegiance or the Declaration to Preachers. It could also be argued that James's approach was also based on his more open 'credal Calvinism' and willingness to recognise the Catholic Church as 'the mother church', although in the case of his links with Arminianism post-1618 this could also create problems. Some may also question the level of success, especially in relation to Puritan responses to his foreign policy after 1618. Book of Sports may also be used as well as reference to Abbot and the King James Bible.

## Question 2

- (a) Comment on 'parliamentary funds' (line 2) in the context of the sources of income available to James I. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. tax from parliament. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. subsidy, voted in emergency, not normal, limited nature - £70 000. Based on land and property and thus paid by gentry. **2-3**

- (b) Explain why James was heavily in debt by 1621. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. extravagance. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. examples of extravagance and general reference to other issues, debt from Elizabeth, funeral of Elizabeth, additional household expenses, gifts to favourites, failures of ministers, corruption, inflation. **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. clear comment and example of range of factors indicating priority. **6-7**

- (c) Explain the importance of finance, in relation to other factors, in explaining the conflict between James I and his Third (1621–22) and Fourth (1624) Parliaments. (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 indicate clearly how finance caused difficulties for James with his Parliament. This can be addressed by reference to James's extravagance, his reliance on prerogative income, specifically monopolies which were the main issue in both Parliaments. Better candidates will appreciate the role of foreign policy but also its link with finance in Parliament's reluctance to support James through subsidies or the constitutional aspects of foreign policy's interrelation was finance in the Subsidy Act of 1624. Candidates may argue that foreign policy was the root of conflict but that this became more serious when debate over intervention became constitutional. This can be illustrated through reference to the Commons' Petition, the Protestation and the Subsidy Act. Reference can also be made to the role of Buckingham, Charles and faction, illustrated through the impeachments of Bacon and Cranfield, the Madrid Trip and the Patriot/Protestant Coalition in the 1624 Parliament. Candidates may comment on the idea of conflict indicating that the Protestation was a high point of tension between Crown and Parliament as James's position after the Madrid Trip moved more towards intervention and thus more in line with Parliament.

**Question 3**

- (a) Comment on 'it is a Union in my blood' in the context of James's arguments for the Union of the two kingdoms. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. had claim to both crowns. Divine Right. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. claim through Margaret Tudor, linked to Scottish and English thrones. **2-3**

- (b) Explain why James's idea of a Union was opposed by most English MPs. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. general comments on opposition, e.g. Anti-Scottish. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. gives a range of examples, economic, race, law. **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. developed comment about nature of opposition, power threatened by Scottish king who may show favour to his own, constitutional implications. Priority given to a reason for opposition. **6-7**

- (c) Explain the importance of constitutional disputes, in relation to other factors, in explaining the conflict between James I and his First Parliament (1604–11). (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**

At Levels 1 and 2 candidates may consider constitutional disputes in the basic sense of the clashes between Crown and Parliament with limited reference to prerogative and privilege. For Level 3 constitutional disputes need to be considered as well as other issues. In addressing constitutional disputes, candidates can make reference to this dimension of any of the key events of Parliament; Buckinghamshire Election, Shirley's Case, the Apology and Satisfaction, Impositions and the Great Contract. At this level a more explicit understanding of the constitutional dimension of these incidents will be indicated. Better candidates, moving into Level 4, may appreciate James's bitterness about the Union as it was his personal policy shaped much of his response to future parliamentary issues. The Union ended the general goodwill that had existed until 1606 and resulted in later issues, particularly the Great Contract being debated in a more strained atmosphere. At Level 5 there may be some reference to James's letter to the Privy Council of December 1610 in which he referred to Parliament as a 'House of Hell' or his speech of March 1610 as illustrative of his anger and pragmatism respectively in relation to the constitution and parliament.