



General Certificate in Education

AS History 5041

Alternative O Unit 2

Mark Scheme

2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

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).

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: 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 2008

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 'supply' (line 3) in the context of the finances of James I's reign. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. supply was taxation or money. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. granting of a subsidy/taxation from Parliament; not a regular form of income; one subsidy was approximately £70,000; gentry generally under-assessed themselves for subsidies; had not kept up with inflation. **2-3**

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

How useful is **Source B** as evidence of James I's attitude to the Palatinate crisis in the years 1621 to 1625? (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. James felt isolated in his attempt to recover the Palatinate. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. James was in no financial or logistical position to recover the Palatinate; weakness of his position clear to an outside observer. James not committed to substantial action. Limited by the date, 1621. **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. useful as an account from an ambassador with a degree of access to the court, and expected to observe and report to his government. Illustrates James's difficulties but also that these have further inclined him to passivity, but particularly the Spanish Match. Ambassador will obviously not be able to take into account the impact of later events, for example, the Madrid Trip. **6-7**

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

'The most important cause of serious conflict between Crown and Parliament in the years 1621 to 1625 was James I's foreign policy.'

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 – Parliament's power over supply

Source B – James needed money to conduct foreign policy; he was inclined to a peaceful solution

Source C – Role of Charles and Buckingham.

From own knowledge:

Candidates should indicate: how foreign policy caused conflict between James and Parliament; the changing position over the period; the relation between foreign policy, financial and constitutional issues; the role of Charles and Buckingham. However, other factors should be addressed in terms of judgement of 'most important'.

Candidates can address the different responses of Parliament and James to the Thirty Years' War. James's Spanish Match was regarded with suspicion due to inherent anti-catholicism. This was reinforced by James's growing reliance on Arminians. Parliament's response through

the Petition and Protestation of 1621 can be used to indicate how foreign policy led to constitutional clashes and some may argue that this is where real conflict arose. Some may point out the contradictions in James's approach in first implying Parliament could discuss foreign policy as a means to put pressure on Gondomar. Monopolies; impeachment of Bacon.

Candidates can show an appreciation of the Madrid Trip and the growing role of Charles and Buckingham in the 1624 parliament. Some may comment on this as conflict by faction rather than parliament. Others may stress the role of finance in relation to foreign policy with regard to the Subsidy Act of 1624. Some candidates may also indicate that there was less conflict as James moved to a more interventionist position after the Madrid Trip. Impeachment of Cranfield.

Question 2

- (a) Comment on 'parliamentary privilege' in the context of the authority of Parliament.

(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. powers of Parliament **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. rights of Parliament; granting of subsidy, impeachment, granted by the king, outlined in the Protestation. **2-3**

- (b) Explain why James I wanted a Union of England and Scotland during his first parliament.

(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. king of both Scotland and England. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. right and title to both kingdoms; would increase his power/status; economic benefits; practical benefits; hostility. **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. personal vision of unity; justified by God, divine right. **6-7**

- (c) Explain the importance of arguments over finance, in relation to other factors, in explaining the conflict between James I and his First Parliament (1604–1611). (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 need to consider the role of finance and most notably, impositions and the Great Contract. Reference may be made to Bates Case (1606), £70 000/subsidy or James's letter to the Privy Council of December 1610, in which he described Parliament as a 'House of Hell', as directed evidence. Some may comment on the impact of James's extravagance and favour; other factors need consideration at Level 3 and above; Union and constitutional by commenting on the Buckinghamshire Election dispute, Shirley's Case or the constitutional aspects of all issues between Crown and parliament due to the lack of definition in the relationship between the prerogative and privilege. Some may question or comment on the nature of conflict. Reference can be made to James's acceptance of the need for Parliament shown by his speech of March 1610.

Question 3

- (a) Comment on 'the godly' in the context of the religious groupings of James I's reign.

(3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. more radical Protestants; fundamentalists. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. Puritans; "the hotter sort of Protestant"; Puritans reference for themselves as the elect derived from their belief in predestination. **2-3**

- (b) Explain why religion was an important issue for James I in the years 1603 and 1604.

(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. head of the church. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. authority as Supreme Governor; Millenary Petition; Gunpowder Plot; problem of Catholicism; recusancy fines. **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. religion as a political problem; approaches to a new king; diverse range of opinion. **6-7**

- (c) Explain the importance of their anti-catholicism, in relation to other factors, in explaining why the Puritans caused difficulties for James I in the years 1605 to 1625. (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

Anti-catholicism as part of Puritanism needs some explanation. How this led to problems can particularly be dealt with by Puritan desire for further reformation or responses to foreign policy. Better candidates may comment on anti-catholicism as essentially part of mainstream Calvinism. For Level 3 and above, candidates should also consider how else Puritanism was a problem for James, as a threat to the church, although this can again be seen as deriving from anti-catholicism. Reference can be made to continuing demands for reform, the role of Abbot, the Book of Sports and Direction to Preachers. Puritan responses to Arminianism can be seen in the light of their anti-catholicism.