



General Certificate of Education

History 5041

Alternative O Britain, 1603–1714

Mark Scheme

2006 examination – January 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.

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.

January 2006

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 is meant by ‘Privy Council’ (lines 2–3) in the context of James’s government. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. chosen men. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. advisors; central part of King’s government; men chosen by the King; Robert Cecil or other examples. Understanding of James’s control. 2-3

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

How useful is **Source B** as evidence of the political influence of George Villiers in the years 1616 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 evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. he was the favourite. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. ‘new-risen’ so not established, in the ‘eye’ so dependent on James; source only from 1616, Buckingham’s influence actually increases. 3-5
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. more developed use of provenance, content and context with some integration of the three, Bacon is seeking Buckingham’s patronage so must be influential but may also distort his comments, more comment on reliance on James. 6-7
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(c) Use **Sources A, B** and **C** and your own knowledge.

‘James I was able to rule successfully in spite of the influence of factions and favourites.’

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 *either* on 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 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 – James tried to balance the factions

B – Buckingham’s role, but James’s power

C – stresses the problem

Own Knowledge

Candidates should try to outline the influences of factions and favourites and better answers will show the link between favourites and factions. Most answers will have reference only to Buckingham, rather than Carr, but this is valid. At the top of Level 3 and above there will be more directed use of content to illustrate how faction and favourites impinge on policy and

James's relationships with his Parliaments. This context which can be profitably examined to illustrate the role of faction and favourites could come from: Union and Scots, Cecil and finances (although some distinction should be apparent in better answers with regard to definitions of Cecil as a favourite), Carr and the struggle between Abbott and the Howards, the rise of Buckingham, monopolies, and foreign policy in the Parliaments of 1621 and 1624. Answers at Level 4 and 5 will probably make some distinction about the influence of Buckingham compared to previous favourites and how he emerged beyond the control of faction. Some judgement may also be made about Buckingham's influence with regard to his relationship with Prince Charles and James's control of foreign policy after the Madrid Trip.

Question 2

- (a) Comment on 'Commons' privileges' (line 1) in the context of the relationship between Crown and Parliament. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. rights/powers. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. examples of the above definition: freedom of speech, freedom from arrest or comment on the prerogative, lack of definition due to the nature of the constitution, reference to documents such as 1604 Apology and Satisfaction, 1621 Protestation. **2-3**

- (b) Explain the reasons why James felt he needed to assert his royal prerogative during his First Parliament (1604–1611). (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. new king, Scottish. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. context of Union; reactions of Parliament to key events of Parliament; unwritten constitution. **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. Apology and Satisfaction, more developed comments about constitution, reference to James's speech of March 1610. **6-7**

- (c) Explain the importance of disputes over the Commons' privileges, in relation to other factors, in causing conflict between James and his Third (1621–1622) 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 try to explain the positions of James and Parliament in relation to the prerogative and privileges. Better answers will make comment on this in relation to the constitution. Answers can be illustrated by reference to examples of 'constitutional setpieces' of the reign, for example, Monopolies, Foreign Policy. At the top of Level 3 and above some reference needs to be made to other factors that led to 'conflict'. Better answers may indicate that practical issues could also bring about constitutional disagreement and that it was really the policies in relation to finance, religion and foreign policy that sparked discontent and debate. Some may also comment on Buckingham as a source of 'conflict' or point out the role of Charles. Reference to the impeachment of Cranfield could be used to show the power of Parliament or to indicate the role of faction. Answers at Level 5 may also question the idea of 'conflict'.

Question 3

- (a) Comment on ‘Puritans’ (line 3) in the context of the religious groupings during the reign of 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. Protestants; reformers; anti-Catholics. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. majority within the Church of England, relatively radical but also moderate in politics and willing to ‘conform’, Reformation, anti-papist. Reference may also be made to Millenary Petition, Hampton Court Conference or foreign policy concerns. **2-3**

- (b) Explain the reasons why Catholics were an important issue for James in England in the years 1603 to 1606. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. new king, different religion. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. threat to Church, foreign powers, plots, consolidation of his position. **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. Supreme Governor, religion important in seventeenth century, illegal religion but need for James to be pragmatic, anti-Catholicism of population and Parliament led to pressure for persecution – recusancy laws and Oath of Allegiance as means of control but also accepted outward conformity. **6-7**

- (c) Was James I’s distinction between radicals and moderates the most important factor in explaining why he was able to deal successfully with the Puritans during his reign? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

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

- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

At Level 3 and above there should be some attempt to explain James's approach to Puritans, essentially the 'middle way'. Radicals would be persecuted, moderates treated pragmatically. Judgement may be that he dealt successfully with Puritans, although the issues raised by foreign policy broaden 'Puritanism' as a political agenda for James to deal with. Answers at Level 4 and 5 will appreciate that James's policy was in part shaped by the essentially moderate nature of Puritanism.

In considering James's relationship with Puritanism reference can be made to; the Millenary Petition (appeal to James's authority as Supreme Governor, denial of presbyterianism but reforming agenda); Hampton Court Conference ('no bishop, no king', the 1611 Bible); Bancroft's Canons (Canon 36 and the separation of extremists from moderates); 'Silenced Brethren'; Book of Sports; Impact of Foreign Policy.