

General Certificate of Education

History 5041/6041

Alternative O Britain, 1603–1714

Mark Scheme

2006 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.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's 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 specification. 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 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 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.

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.
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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.

June 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 ‘kingly prerogative’ (line 6) in the context of the authority of James I. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. rights/powers. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. divine right, ordinary/absolute, example of prerogative in relation to authority, dissolution, proclamations, foreign policy, finances; divine right. 2-3

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

How useful is **Source B** as evidence of James’s ideas about his authority as king? (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. speech from James. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. directed use of content showing James’s stress on his authority; basic comments about the nature of a speech. 3-5
- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. wider contextual knowledge of speech – James goes on to clarify that he recognises the position of Parliament; comment on the rhetoric of the speech – he has to defend his prerogative; the context of the debates in 1610 on impositions and the Great Contract and the previous issue of the Union. Shows pragmatic interpretation of the unwritten constitution, that the monarch needs Parliament. 6-7
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- (c) Use **Sources A, B and C** and your own knowledge.

‘James I’s desire for a union between England and Scotland was the most important cause of conflict between him and his First Parliament (1604 to 1611).’

Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

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

Source A – James’s limited plans, opposition from parliament, James acting on his prerogative.

Source B – constitutional issues during first parliament.

Source C – how the Union shaped the rest of the parliament.

Own knowledge

For Level 3 and above there should be reference to other issues during this period, most notably finance as the parliament ended in 1611 over the Great Contract. Other issues that might be explored by candidates are the Buckinghamshire Election, Shirley’s Case and Impositions. Some judgement in line with Source C about the importance of the Union is expected at Level 4. Comments at the top end of Level 4 and into 5 about the idea of ‘conflict’ may question the extent of tension between Crown and Parliament. For example, the Buckinghamshire Election and Shirley’s Case all fed into the Apology and Satisfaction of

1604. This was never presented and was essentially a defensive reaction by some in Parliament. Union ‘soured’ the goodwill of 1604.

Question 2

- (a) Comment on ‘Prince Charles’s marriage’ in the context of James’s foreign policy in the years 1618 to 1625. (3 marks)

Target: AO1.1

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. plans to marry him to Spanish princess, Spanish Match, the Infanta. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. as part of negotiation over foreign policy, Madrid Trip 1623, dowry, family status, influence in Europe, balance Protestant marriage. **2-3**

- (b) Explain why James wanted to bring peace to Europe after 1618. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. secure Spanish Match, dowry. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. James as negotiator, Rex Pacificus, hatred of religious war, religious beliefs generally, limits to finances, strategic problems, balance marriage of Elizabeth to Frederick, Spanish invasion of Palatinate and effects on his daughter, relationship with Parliament. **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. how the reasons were related; limits to James’s desire for peace; indication of main reason. **6-7**

- (c) Were James’s foreign policy aims the most important reason for opposition to him in the Third (1621 to 1622) and Fourth (1624 to 1625) Parliaments? Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

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

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

Or

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

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some 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 offer an explanation of James's aims; why MPs opposed his policy and what they did. Into Level 4 there will be an indication of the other reasons for James's problems with foreign policy, more developed comment on Protestation, role of Buckingham and Charles and judgement with regard to failure or James adapting his aims, especially post-1623. In terms of the wider context better candidates may set opposition to James's foreign policy in the context of religion and finance. Policy was seen as too Catholic, which was reinforced by James's relationship with Arminians. MPs opposed foreign policy on financial grounds. The underlying constitutional context may feature in answers of Level 4 and Level 5.

Question 3

- (a) Comment on 'monopolies' in the context of James's sources of income. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. control of trade, sole right to make or sell. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. James's right to grant control of trade to an individual or syndicate; Cockayne, role of Bacon or Buckingham, issue in 1621, context of other factors, part of the Ordinary Revenue, outside of Parliament's control until 1624. **2-3**

- (b) Explain why James's methods of raising finance caused discontent. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. financial abuse. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. some definition of methods such as monopolies, impositions or selling of titles with some context and idea of abuse of power, 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. based on prerogative, abused by favourites and factions, concern of MPs over rights and economic self-interest; context of depression for monopolies in 1621. **6-7**

- (c) Explain the importance of incompetent ministers, in relation to other factors, in explaining the failure of James to achieve financial solvency during his reign. (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

Incompetent ministers should be addressed directly. Many candidates will focus on the role of James and in particular provide examples of his extravagance. At Level 3 there should be some consideration of factors other than incompetent ministers. The methods of finance considered can include, the Great Farm, wardship, Impositions, monopolies, selling of honours and retrenchment. More developed answers will highlight the strengths of Cecil and

Cranfield, especially in comparison to Sackville, but will also indicate how their efforts were limited by James's profligacy. At the top of Level 4 and into Level 5 there will be some understanding of the more fundamental problems with the nature of the financial system – tax and the role of Parliament. This might be illustrated with reference to the Great Contract. Some discussion of incompetence, i.e. the failure to get enough subsidies, e.g. in 1614; the sale of crown lands lowered future income; the failure to get the Great Contract approved; methods 1614–1621 irritated many different social groups. Better answers may also appreciate how finance was also shaped by problems over the relationship between the prerogative and privilege.

June 2006

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** agree on the role of the people in the revolution of 1649? (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

At Level 1 answers may contain simple statements about the role of the people. At Level 2 there may be some understanding of the long-term ideological causes in comparison to the short-term causes in Source B. Level 3 answers will show understanding of a revolution with the aim of fundamental change in comparison with Source B's analysis of revolution as a reaction. There is greater emphasis on the role of the people and the nature of revolution in Source A. Level 3 answers will also be distinguished by accurate own knowledge offered in support, e.g. reference to the Engagement of December 1647 in relation to the comment in Source A, 'the actions of Charles I in causing the second civil war'. At top of Level 3 and into Level 4 some answers may show understanding of the provenance of Source A as a more Marxist analysis and thus stress on the role of the people.

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

‘Charles I was executed for political rather than religious reasons.’

Assess the validity of this view.

(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 for arguments that there were other more ideological causes or this interpretation can be questioned.

Source B can be used to question Source A and show a combination of reasons.

Source C can be used to show the crucial role of the army and religion within this – Windsor Prayer Meeting, but also more basic instincts.

Own Knowledge

Candidates should have a secure knowledge of the period from the Heads of the Proposals of 1647 to the regicide of January 1649. There will be, as indicated in Source B, some comment on the positions of Cromwell and Ireton or the army. Better answers will appreciate how these reacted to Charles and were forced into the regicide - necessity, but had also to justify their position through providence. As such answers will address Heads of Proposals, the Engagement, Second Civil War, Windsor Prayer Meeting, Ireton’s Remonstrance, Repeal of

the Vote of No Addresses, Pride’s Purge and the trial, the lack of political alternatives to execution by late 1648.

Question 2

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

To what extent do **Sources A** and **B** agree on the weaknesses of the political position of Clarendon? (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

Level 1 answers will have simple statements about faction or Clarendon’s lack of popularity. At Level 2 there may be some comment about Clarendon’s failing explaining his lack of popularity. At Level 3 a combination of factors will be identified with emphasis on Charles’s immediate political needs. At Level 4 answers will recognise the key role of the King. Some answers at Level 3 and Level 4 may emphasise the greater stress in Source B on the weakness in Clarendon’s position.

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

‘Clarendon’s removal from office was more the result of Charles II’s instincts for political survival than of the failings of Clarendon in the years 1660 to 1667.’
Assess the validity of this view. (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 illustrate the limits of the relationship between Charles and Clarendon.

Source B can be used to illustrate Clarendon's own failings.

Source C can be used to illustrate Charles's perspective and how this undermined Clarendon.

Own Knowledge

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

Questions 3-7 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 to almost any time and/or place. **1-6**

L2: *Either*

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

Or

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

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

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

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

Question 3

To what extent was the deterioration in relations between Crown and Parliament in the years 1625 to 1629 more to do with finance than with foreign policy? (20 marks)

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

Marks as follows:

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

Indicative content

For Level 3 candidates should have addressed events related to Parliament in the context of Charles's financial and foreign policies; for example attempts to impeach Buckingham or the Petition of Right. At the top of Level 3 and above candidates may have more direct comment about crown and parliament relations in terms of Charles's style of government. At Level 4 and above candidates will probably have made clear the developmental nature of the breakdown, i.e. the Five Knights' Case, the Petition of Right and the Three Resolutions were, in part, a reaction to the previous issue and combined brought the question of trust to the forefront of many MPs' minds in relation to Charles.

Question 4

'Charles I's religious policy rather than his financial policy was the main reason for the unpopularity of the Personal Rule.'

Assess the validity of this judgement with reference to the years 1629 to 1640.(20 marks)

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

Marks as follows:

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

Indicative content

Candidates should outline Charles's measures in both areas and at Level 3 there should be some clear comment on the degree of unpopularity at the top of this level. Why opposition was provoked and a judgement in relation to this about success will be more evident in Level 4. At Level 4 and above this assessment will become more focused and detailed, possibly questioning the level or nature of opposition in relation to the policies, looking at opposition for its significance beyond its immediate impact or the numbers involved and in doing so considering the post-1638 consequences of the alienation created by Charles's policies.

Question 5

To what extent was the outbreak of civil war in England in 1642 caused by the failures of Charles I's rule in Scotland and Ireland from 1637? (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's role in the period 1637–42 should be apparent. In terms of “failures” 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. This division can be illustrated by reference to, for example, Bill of Attainder, Root and Branch Petition, Militia Bill, Grand Remonstrance. The development of a ‘royalist’ constitutional reaction allowed Charles to have a ‘party’ with which to contemplate war.

Question 6

‘Monarchy returned not because of its own strengths but because of the weaknesses of the regimes it replaced.’

Assess the validity of this view with reference to the years 1658 to 1660. (20 marks)

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

Marks as follows:

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

Indicative content

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

firmly linked with Lambert's forces. Some at Level 5 might also comment on the revolutionary limitations of the army leadership.

Question 7

To what extent were Anglo-Dutch relations in the years 1660 to 1685 shaped more by economic than by political factors? (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 consider both aspects of Charles's foreign policy, although even coverage is not a requirement. Direct responses will increasingly give way to more sophisticated analyses at the top of Level 3 and above so that the range of influences that shaped Charles's policy is more clearly brought out. Some may also make distinction about the factors shaping policy over the period or how far policy was reactive.

Question 8

'The greatest obstacle to Danby's success was Charles II rather than factional opposition.'

Assess the validity of this judgement with reference to the years 1673 to 1678.(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's financial problems, should be explained. In relation to these, candidates should examine Charles's 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's own attitude to Danby.

Question 9

‘The political and religious changes of 1688 and 1689 were far from revolutionary.’
Assess the validity of this statement. (20 marks)

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

Marks as follows:

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

Indicative content

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

Question 10

To what extent did the expansion of colonial overseas settlements bring economic and social benefits to Britain in the years 1629 to 1713? (20 marks)

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

Marks as follows:

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

Indicative content

Exhaustive coverage of the period is not expected given its breadth. Illustrative examples throughout can be used to illustrate the benefits and drawbacks of colonial settlement for Britain in terms of trade, emigration, foreign wars, etc. Candidates could stress the limited fundamental change in the structure of the economy over this period, being predominantly an agrarian economy still and prone to trade depressions – e.g. that of 1709 was as severe as those of the 1620s. Others may outline the impact of trade with America and the Caribbean, e.g. sugar, tobacco, slave labour, chocolate, tea and calico.

June 2006

Alternative O: Britain, 1603–1714

A2 Unit 6: Oliver Cromwell: Hero or Villain?

Question 1

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

Assess the validity of the view in **Source A** about Cromwell's approach to settlement in the years 1653 to 1658. *(10 marks)*

Target: AO1.1, AO2

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

Indicative content

Level 1 answers will summarise the source; Cromwell was conservative in politics and radical in religion. At Level 2 answers may show that Cromwell had two aims that might be considered incompatible. At Level 3 answers will make reference to the regime after 1653 to indicate how much of the traditional structure was preserved and used. Alternatively there may be reference to the use of the army to impose religious values, and Cromwell's ending of the Major Generals and reversion to the 'civilian' politics of the Humble Petition. Level 4 answers will show judgement about the changing motives of Cromwell through the period.

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

How useful is **Source B** as evidence of Cromwell's attitude to the rule of the Major-Generals?
(10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will rely on the source, showing basic unsupported assertions or literal description or comprehension of the source, e.g. from Cromwell. At Level 2 answers might combine strengths and limitations, e.g. the speech as a justification of a policy he introduced. Level 3 answers will provide a direct, if limited, evaluation, relating the source to accurate knowledge of the context or making sound use of the provenance or tone of the source; there are problems with a speech by Cromwell to Parliament and there may be more awareness of Cromwell's ambiguous attitude to the Major Generals. At Level 4 there will be a balanced evaluation, showing awareness of the strengths of the source as well as its limitations, to reach a sustained and well-supported judgement. The content can be used to show justification, and awareness of the wider context of events in this Parliament could indicate a fuller picture of Cromwell's attitude, i.e. the end of the Decimation Tax, Nayler and the Humble Petition.

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

‘The most important reason for Cromwell’s failure to heal and settle was his desire for a godly reformation.’

Assess the validity of this view with reference to the years 1653 to 1658. (20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

From the Sources

Source A indicates two aims.

Source B shows Cromwell’s apparent support for Major Generals and moral reformation.

Source C implies Cromwell’s changing perspective.

Own Knowledge

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