



General Certificate in Education

AS History 5041

Alternative O Unit 2

Mark Scheme

2007 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.

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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.

January 2007

Alternative O: Britain, 1603–1714

AS Unit 2: James I and the Making of the Stuart Monarchy, 1603–1625

Question 1

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

Explain briefly what is meant by ‘royal proclamations’ (lines 5 and 6) in the context of James’s authority. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. will of monarch. 1

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. statements by the monarch based on prerogative power but having less legal status than Act of Parliament, e.g. Proclamations in relation to Union in 1606 – flag, title and Unite. 2-3

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

How useful is **Source B** as evidence about the authority of the king in relation to parliament in the years 1604 to 1611? (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. basic use of content, simple statements with regard to James. 1-2

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. clearer use of content to comment on more specific issues in relation to authority of the King, e.g. relationship with Council or Parliament. Basic comment derived from provenance of the source, e.g. useful as from the time and a letter. May also point out only from 1610 and does not cover period 1604–1610 apart from general overview. 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. more developed use of provenance. More developed comment in relation to provenance might include pointing out that in a letter to his Privy Council James would be expected

to be open about his feelings. This can be reinforced by his description of the Commons as a 'House of Hell'. This may indicate limits of his authority in that he has not achieved what he wanted, although this may be balanced against his dissolution of Parliament through his prerogative. Some candidates may even comment that this gut response by James could be balanced by his more pragmatic general response to Parliament epitomized by his speech of March 1610. **6-7**

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

'Parliament successfully opposed James throughout his reign.'
Explain why you agree or disagree with this statement. **(15 marks)**

Level descriptors for response with use of sources and own knowledge

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 – authority of Acts of Parliament

B – impression of James's authority or his anger, frustration

C – role of faction within Parliament; use of impeachment

Own Knowledge

Coverage cannot be extensive but candidates at Level 4 should have considered more than one parliament to provide some greater range of issues and specifically address the idea of 'throughout his reign'. Examples of issues that can be used effectively to comment with regard to the relationship between Crown and Parliament are: Buckinghamshire Election dispute, Shirley's Case, Apology and Satisfaction, Union, Impositions, Great Contract, Undertaking, Monopolies, Impeachment of Bacon, Foreign Policy (petition of 3 December 1621 and Protestation of 18 December 1621), Impeachment of Cranfield and Subsidy Act. Stronger candidates will be able to show an appreciation of Parliament's ability to frustrate the monarch, if not to formally oppose him. There may be comment on greater tension in later Parliaments due to foreign policy and finance but particularly the role of Buckingham and Charles after the Madrid Trip. However even in 1624–25 James maintained his authority. At Level 4 and Level 5 there may also be more comment on tension derived from his ambiguity of the unwritten constitution.

Question 2

- (a) Comment on 'supreme governor' in the context of the religious authority 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. head of the church. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. head of the church as he was monarch; power to appoint bishops. **2-3**

- (b) Explain why religious issues appeared to threaten James's authority in the years 1603–1604. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. new king, general point about different religious groups. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. more developed use of illustration – Millenary Petition, Hampton Court, James seeking to establish himself; Bye and Main Plot. General comment on importance of religion. **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. more exact use of detail from period and more developed/clear comment on problematic nature of religious question and how fundamental it was to society and authority. Religion a political problem due to James's position as Supreme Governor. **6-7**

- (c) Explain the importance of persecution, in relation to other factors, in explaining James I's attempts to deal with the problems presented by Catholics and Puritans in the years 1604 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 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 outline problems both groups presented, James's policies and the level of success. The clarity of illustrative detail and qualifying comment around these themes will be the key in differentiating responses. For example, stronger candidates will be able to show the similar problems in terms of James's authority presented by both groups but also the differences, or the inter-relation between the problems presented by both groups, i.e. the Puritans were driven by anti-Catholicism. For Level 3 and above candidates should show how his policy of distinguishing between moderates and extremists was a key reason for his success as well as the other factors that helped him, the essential moderate political nature of Catholics and Puritans if not pushed into opposition. James's use of more forceful measures when necessary should also be brought out through comment on, for example, Bancroft's Canons, the Oath of Allegiance or the Declaration to Preachers. It could also be argued that James's approach was also based on his more open 'credal Calvinism' and willingness to recognise the Catholic church as 'the mother church', although in the case of his links with Arminianism post-1618 this could also create problems. Some may also question the level of success, especially in relation to Puritan responses to his foreign policy after 1618.

Question 3

- (a) Comment on 'feudal dues' (line 1) in the context of James's forms 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. his own income. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. raised on his prerogative and example, impositions, monopolies, rent. **2-3**

- (b) Explain why the Great Contract of 1610 failed. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. one reason, reluctance of Parliament. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. some limited examples of reasons; self interest in present system, role of Carr, James did not want to lose prerogative income. **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. advice of Sir Julius Caesar, Impositions the equivalent to a subsidy, both sides backed away from reform. **6-7**

- (c) Explain the importance of James's extravagance, in relation to other factors, in explaining the difficulties James I faced with his finances in the years 1611 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 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

Many candidates will focus on James's extravagance as the most important reason. Examples are needed and links to the other factors are expected in better answers. At Level 3 there should be some consideration of the other factors. For reference to role of Parliament better answers will bring out the self-interest of the gentry and link this to fundamental problems with the financial system. 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.