



General Certificate in Education

AS History 5041

Alternative O Unit 2

Mark Scheme

2008 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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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 2008

Alternative O: Britain, 1603–1714

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

Question 1

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

Explain briefly what is meant by ‘conspicuous consumption’ (line 2) in the context of James I’s court. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. excessive spending; court activities. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. excessive spending on court entertainment, e.g. the ‘double supper’. **2-3**

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

How useful is **Source B** as evidence about the problems faced by James I’s ministers in the years 1603 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. problems in collecting money. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. refusal of subjects to pay and James’ reliance on this income to meet his own debts. James also had extra costs compared to Elizabeth I. Letter between two of James’s financial ministers who should know the situation in detail. Can also be a basic reference to other problems they faced in the period, e.g. under-payment of taxes, weak assessment system. **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. Dorset’s comment indicates that this had been a problem since the start of the reign. Letter from 1607 cannot be used directly as evidence for the rest of the reign. Letter clearly in response to pressure on Dorset for payment of the king’s debts. Does not address wider issues of James’s extravagance or explain problems of taxation.

Can also be a comment on other problems the ministers faced in this period, with an example, e.g. Union. **6-7**

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

‘James’s extravagance was the main reason for his financial problems during his reign.’
Explain why you agree or disagree with this view. **(15 marks)**

Target: AO1.1, AO1.2, AO2

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

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources:

A – James’s extravagance but also form of power at court

B – problem of raising income

C – difficulties of the relationship between prerogative income and parliamentary subsidy.

From own knowledge:

Candidates will outline how James’s extravagance caused problems and give examples of spending. Other problems need consideration, the main factors being; the role of ministers, the problems of prerogative income, additional costs James had and the fundamental flaws in the nature of the assessment system reliant on a gentry reluctant to assess themselves for taxation. Reference can be made to Impositions, the Great Contract, selling titles, monopolies, Cranfield,

the Subsidy Act as illustrative content. Some candidates may also consider the impact of favourites, especially Buckingham.

Question 2

- (a) Comment on 'patronage' (line 3) in the context of the domestic politics 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. favour. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. basis of the political system; relationship between courtiers, office-holding. **2-3**

- (b) Explain the reasons for Buckingham's influence during the years 1614 to 1625. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. relationship with James. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. influence at court through James allowed him a role in government, e.g. appointment of Cranfield; role in foreign policy, promotion through nobility. **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. manipulation of the patronage system, growing relationship with Charles, impact of the Madrid Trip, reliance on James, monopolies, foreign policy, impeachments of Bacon and Cranfield. **6-7**

- (c) Explain the importance of the role of favourites, in relation to other factors, in explaining conflict between James I and his parliaments during the years 1614 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 try to outline the influence of 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 favourites impinge on policy and James's relationships with his Parliaments. Thus context which can be profitably examined to illustrate the role of favourites could come from 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 3

- (a) Comment on 'parliamentary privilege' (line 2) in the context of parliamentary authority. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. powers or rights. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. rights of parliament as a balance to the prerogative that allowed parliament to function, example of freedom of speech, arrest, control of taxation. **2-3**

- (b) Explain why James wanted to unite the two kingdoms of England and Scotland. **(7 marks)**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. king of both. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. Divine Right, religion, geography, administration, power, history of conflict, border. **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. priority on his position as king of both, or Divine Right. Reference may also be made to the argument of Jenny Wormald that James used the Union as a distraction from economic issues. **6-7**
- (c) Explain the importance of James's belief in the Divine Right of Kings, in relation to other factors, in explaining the quarrels with his first parliament (1604–1611). *(15 marks)*
- Target: AO1.1, AO1.2, AO2*
- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some 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

James' s belief in Divine Right should be outlined. Consideration of the major events can be used to illustrate quarrels – Union and finance in particular can be used as other main factors for the quarrels. Reference can be made to the Buckinghamshire Election, Shirley's Case, the Apology and Satisfaction, Impositions and the Great Contract. Reference to James's speech of March 1610 can be made to illustrate James's realisation of the balance needed between the prerogative and privilege. Stronger responses may indicate how the balance between the prerogative and privilege deriving from the concept of Divine Right was the underlying sub-text for all relations between Crown and Parliament. Comment can be made on the importance of finance and the Union is valid. Some may also comment on how the Union 'soured' the relationship between Crown and Parliament making the subsequent financial negotiations more problematic.