

AS

# History

Paper 1D Stuart Britain and the Crisis of Monarchy, 1603–1649  
Additional Specimen Mark scheme

---

---

Version/Stage: Stage 0.1

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## AS History Paper 1 Specimen Mark Scheme

### 1D Stuart Britain the Crisis of Monarchy, 1603–1649

#### Section A

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of James' character? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*Target: AO3*

*Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.*

#### Generic Mark Scheme

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context.   | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. | <b>16-20</b> |
| <b>L3:</b> | The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context.  | <b>11-15</b> |
| <b>L2:</b> | The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context.  | <b>6-10</b>  |
| <b>L1:</b> | The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Smith’s argument, students may refer to the following:**

- Smith outlines the traditional view of James
- Smith references examples that support this traditional view, such as, his absolutist ideas, laziness or unkempt appearance
- Smith provides examples of what could support such a traditional view of James, such as, his hygiene, accent or foul-mouth.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- James’ writings could be considered a defence of absolutism, for example Basilicon Doron
- James was extravagant, for example, his favour to favourites, sale of crown lands, granting of pensions
- James’ relationship with male favourites was open, particularly Hay, Carr or Buckingham
- James spent a lot of time at his hunting lodge, Theobalds
- James never lost his Scottish accent
- James was very direct in his communication as seen in his reference to Parliament as a ‘House of Hell’ in 1610 or reaction in 1621 to the Commons’ Protestation
- James’ extravagance initially was part of his establishing goodwill with the English political elite, which may be used to question Smith’s argument
- James conducted government directly and efficiently, for example the Treaty of Westminster, the Hampton Court Conference, attendance at Privy Council, as examples that counter the argument in Extract A
- James was very eloquent in addressing parliament or the court in contrast to the view of Extract A.

**Extract B: In their identification of Gardiner’s argument, students may refer to the following:**

- Gardiner presents a positive view of James
- Gardiner supports this positive view with examples, such as, wanting the best for his subjects or his intellectualism
- Gardiner also points out that there were more negative aspects to his character.

**In their assessment of the extent to which the arguments are convincing, students may refer to the following:**

- James enjoyed the company of people and entertainment
- his plan for union was based on economic growth
- James was an intellectual
- James regarded himself as Rex Pacificus
- James controlled his initial favourites
- James did impose his will on those who disagreed with him
- James could lose his temper, for example, his speech to the Privy Council of 1610.

Students could argue that Gardiner's interpretation in Extract B is more reflective of the reality of James' character and kingship. While there were issues with his personality for some of his English subjects James' pragmatic approach and ability to communicate with the political nation did mean he was relatively successful.

**Section B**

- |          |          |   |
|----------|----------|---|
| <b>0</b> | <b>2</b> | 'The influence of favourites led to a breakdown of Crown and Parliament relations in the years 1603 to 1629.' |
|----------|----------|---|

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | <b>6-10</b>  |
| <b>L1:</b> | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments supporting the view that the influence of favourites led to a breakdown in the relationship between Crown and Parliament might include:**

- conspicuous consumption at James' court linked to Hay and his introduction of the 'double supper'
- the Overbury Scandal and the impact on the Addled Parliament of 1614
- rapid elevation of both Carr and Buckingham through the ranks of the aristocracy caused political bitterness at court
- prominence of both Carr and Buckingham at court
- the factional impact of the influence of both at court, for example the use of impeachment in 1621 and 1624 Parliaments as a result of Buckingham's influence or the tensions between the Howard and Protestant faction
- prominence of both in terms of ability to access the monarch and the functioning of the court as a 'point of contact'
- impact of the Madrid Trip and the subsequent developments in the 1624 Parliament
- the role of Buckingham in relation to the York House Conference
- Buckingham's role as Lord High Admiral and the failures of foreign policy under Charles I
- the impact of the assassination of Buckingham
- both Carr and Buckingham used as scapegoats by MPs wary of direct criticism of the monarch.

**Arguments challenging the view that influence of favourites led to a breakdown in the relationship between Crown and Parliament might include:**

- foreign policy. This could include reference to James' approach as Rex Pacificus, the Spanish Match or specifically the failures at Cadiz and La Rochelle. Reference may also be made to the concerns at the initial anti-Huguenot policy adopted by Charles
- finance. This could include concern at James's spending, use of Impositions, the Great Contract or the impact of subsidies needed for foreign policy, the Forced Loan
- Divine Right. This could include reference to the approach of both monarchs in stressing their prerogative with reference to examples such as James' speech of 1610 or Charles' approach to the Petition of Right
- James' plans for a Union
- religious issues, specifically the support for Arminianism, including the issue of Montagu or the promotion of Laud.

Stronger responses will illustrate the impact of favourites but in the context of other factors and their inter-relation. Some may stress the key role of each monarch in shaping the relationship with Parliament in a time of Personal Monarchy and the influence of favourites was solely dependent on the continuing favour of each monarch. Some may also make a distinction between the increasing tension under Charles whereas there were signs of an improved relationship between Crown and Parliament by the end of James' reign as he shifted to a more anti-Spanish policy. In their answers some may develop comment on the Buckingham's influence being much more pronounced than any other favourite.

**Section B**

**0 3** 'Civil War was the result of a Puritan reaction to the Personal Rule of Charles I in the years from 1629.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | <b>6-10</b>  |
| <b>L1:</b> | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |



## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

### **Arguments supporting the view that a Puritan reaction caused civil war might include:**

- St Gregory's Case of 1633 which questioned the altar policy, a key element of the 'beauty of holiness' approach of Laud and Charles I
- emigration to the Dutch Republic and North America could be regarded as sign of alienation by the Puritans
- Puritan network of opposition, e.g. Providence Island Company, links between Covenanters and Pym meant that there was an organisation of resistance to oppose Charles when his regime was weakened by the Scottish Rebellion
- Bishop John Williams showed that Puritan opposition to policy still extended to some areas of the hierarchy of the church
- the opposition and punishment of Prynne, Burton and Bastwick in 1637 indicates another example of the more activist opposition of some Puritans
- the Scottish Rebellion of 1637 was a direct result of Charles' policies and could be seen as the beginning of the British Civil Wars and the start of the process that led to civil war in England
- the Root and Branch Petition of 1640 and the impact this had on the development of two sides in parliament
- Iconoclasm driven by Puritans and the reaction it caused among more moderates in the localities
- the importance of Pym as a leading Puritan figure who provoked a reaction against his radicalism and apparent scope to emerge as a Puritan demagogue
- the role of the London mob linked to Pym as another source of the reaction that led to the development of a royalist party
- the role of activists, especially after March 1642.

### **Arguments challenging the view that a Puritan reaction caused civil war might include:**

- the Irish Rebellion and the impact it had on division in England through the Militia Bill and Grand Remonstrance. Some may also link this to the prominence of Pym
- the role of Charles in provoking opposition and his actions escalated the crisis from 1637 through to 1642, for example the 5 Members' Coup
- the development of Constitutional Royalism that provided the two sides necessary for civil war in England. Some may comment on this in the context of it being a reaction to parliamentary radicalism.

Stronger responses will illustrate that the Puritan reaction to the policies of the 1630s was an important part of the discontent that built up against Charles' regime, without which there would not have been a crisis. They may also stress the importance of the Scottish Rebellion as a Puritan/Presbyterian rebellion that triggered the British Civil Wars. Students can also point out the importance of Puritans in the period 1640–42 and in particular in starting conflict in the period March to August 1642. This should also be balanced by some emphasis on the short-term causes such as the Irish Rebellion and the impact on politics at

Westminster. For some, however, this still may be put in the context of the Puritan led reaction to the Irish Rebellion through key individuals such as Pym, who operated through a 'conspiracy theory mentality' (Lake) and were the driving force of parliamentary radicalism which, in turn, led to the development of Constitutional Royalism necessary for the 2 sides to fight in England.