
AS HISTORY

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

Mark scheme

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

AS History Paper 1 Specimen Mark Scheme

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

Section A

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

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

- | | | |
|------------|---|--------------|
| L5: | 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. | 21-25 |
| L4: | 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. | 16-20 |
| L3: | 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. | 11-15 |
| L2: | 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. | 6-10 |
| L1: | 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. | 1-5 |
| | Nothing worthy of credit. | 0 |

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 of individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Extract A

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- use contextual knowledge to corroborate how Extract A outlines how James' extravagance at his court was a source of political tension
- set the extravagance of the court in the broader context of financial issues such as impositions or the Great Contract and the problems created by the extravagance of James' court for his relationship with his Parliaments.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- the extract may be seen as exaggerating the impact of the court and especially the claim that it reflected the worst failings of James. Arguably, the political nation had greater concerns such as the exaggerated claims about Divine Right which the immorality of the court undermined to an extent
- the acknowledgment that the court had a more attractive side may be disputed on the grounds that the few examples cited fail to challenge the overall negative view.

Extract B

Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- corroboration that the court was indeed an important point of contact and that James' character was gregarious
- corroboration of the scandals such as the Carr Scandal, the Overbury Affair, and its subsequent impact on the Addled Parliament.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- whilst James enjoyed contact and listened to diverse opinions, there was a damaging aspect to this, in that James often disappointed those he appeared to listen to, an early experience felt by Puritans and the Millenary Petition
- it might be disputed that his 'generous nature' was so positive: it led to serious financial problems which James never solved and worsened relations with parliament.

Students may show that while both extracts stress the negative financial aspects of the court, as well as aspects of the interpersonal relationships of the court, as a more balanced view of the wider functioning of the court, Extract B could be regarded as more convincing. It will be valid for students to stress the positive aspects of James' outgoing character allowing the court to function as a place of political discourse.

Section B

0	2	'The outbreak of civil war by 1642 was due to the policies of Charles I since 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

- | | | |
|------------|--|--------------|
| L5: | 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. | 21-25 |
| L4: | 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. | 16-20 |
| L3: | 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. | 11-15 |
| L2: | 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. | 6-10 |
| L1: | 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. | 1-5 |

Nothing worthy of credit

0

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.

Students should attempt to balance the long-term and short-term reasons for the outbreak of civil war.

Students may refer to the following in agreement with the judgement:

- the impact of Laudianism and the persecution of Puritan radicals in the 1630s
- concerns over the financial policies of the 1630s and Hampden's Case
- concerns about the policy of 'thorough' and Wentworth in Ireland
- the Scottish Prayer Book and the Bishops' Wars
- Charles' attempt to arrest the Five Members.

Students may refer to the following to challenge the judgement:

- the increasingly radical agenda of Pym in the Long Parliament led to the growth of divisions especially the Grand Remonstrance
- the growth of radical protest and the mob led to support for the King on the part of conservative MPs
- Charles' defence of the Church of England as established by Elizabeth and the concern that radicalism was challenging this further divided his opponents.

Students may conclude that events in the Long Parliament were more important in the outbreak of war, but that the Personal Rule had led to much distrust of the King.

0 3 'The emergence of political and religious radicalism was the main reason why a political settlement was not achieved by 1649.'

Explain why you agree or disagree with this judgement.

[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

- | | | |
|------------|--|--------------|
| L5: | 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. | 21-25 |
| L4: | 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. | 16-20 |
| L3: | 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. | 11-15 |
| L2: | 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. | 6-10 |
| L1: | 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. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Students may refer to the following in agreement with the judgement:

- both political and religious radicals established influence in the New Model Army and made negotiations for a settlement more difficult: the Windsor Prayer Meeting was particularly significant
- Cromwell was both influenced by, and sympathised with, some of the demands of the religious radicals especially after the Second Civil War
- the growth of radicalism led to divisions between the New Model Army and Parliament which prevented a settlement.

Students may refer to the following to challenge the judgement:

- Cromwell attempted to control and limit the influence of political radicals as at the Putney Debates; their influence in relation to a political settlement was limited as a result
- possibly the major impediment to the reaching of a settlement was the King himself, who believed that he was not bound by agreements made with those who had raised arms against him and that he could divide and rule his opponents
- divisions between the New Model Army and Parliament, which allowed Charles to adopt the tactics of divide and rule, were not just caused by religious and political radicalism but also by disagreements over the extent to which the powers of the King could be limited
- students may conclude that whilst political and religious radicalism played a role in the failure to reach a settlement, other reasons were more important.

