



ASSESSMENT and
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ALLIANCE

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GCE

History

Alternative O: Units 2 and 5

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General Guidance for Examiners: AS and A2 examination papers**A: Introduction**

The AQA's revised 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 specifications. 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 revised 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 new 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 and across all the specifications offered by the Board.

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.

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.

Alternative O: Britain, 1603-1714**AS Unit 2: James I and the Making of the Stuart Monarchy, 1603-1625****Question 1****(a) Use Source B and your own knowledge.**

Explain briefly “vision of unity” in the context of James I’s ideas in the years 1604 to 1607.

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. union of England and Scotland. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the ‘vision of unity’ was a policy of personal importance to James I. Can be seen as part of his image of himself as King and as part of his consolidation of his position in England. Candidates might comment on the context of 1604-07 by referring to his proclamation of the name ‘Great Britain’; the flag he drew up; coins; Calvin’s Case (1608) – as practical outcomes of his ‘vision of unity’. Might also be reference to his being descended from both Tudors and Stuarts and so uniting in his own person. **2-3**

(b) Use Source A and your own knowledge.

How useful is Source A in explaining the smooth accession of King James to the English throne?

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 – relies upon description of the contents of the Source or makes very general comments about the value of a contemporary account, e.g. Source A shows the view of the French Ambassador at the time of James’ succession. **1-2**

L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. as a letter to a fellow French Ambassador we might expect the content to be a reliable reflection of his opinion; although an ‘outsider’ as an ambassador he should be adept at considering ‘public opinion’, information and analysis. Good use may also be made of relevant content. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context – uses precise evidence from the Source to illustrate assessments, and to evaluate weaknesses as well as strengths; e.g. direct comment on ‘satisfaction universal’, ‘legitimate’ etc. Wider context of such comments – fear of Catholicism, Spain. Limits of the source may include the Ambassador is most likely to reflect surface opinion of English court, not have knowledge of work of Cecil behind the scenes. **6-7**

- (c) Use Sources A, B and C and your own knowledge.
 “Goodwill between King James and his First Parliament (1603 to 1611) was destroyed above all because of parliamentary opposition to union.” Explain why you agree or disagree with this statement.

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* 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* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* 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* own knowledge, explicit understanding of the demands 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

From the Sources: Source A suggests a general level of goodwill to James in 1603. Both Sources B and C support the contention that the attitude of Parliament to the Union destroyed James’ goodwill.

Own knowledge: Answers should be able to use accurate evidence about most (but not necessarily all) of the following: candidates can show how the response of MPs to union angered James. As the policy was very much his own he did take the criticism personally. However, the ill-feeling generated by the issue of Union should also be considered for L3 in the context of the other issues in the First Parliament; Buckinghamshire Election dispute; Shirley’s Case; Finance, peace with Spain, Impositions. Good candidates at L4 and L5 will appreciate that underlying the relationship between James and his Parliament was always the ambiguity of the ‘ancient constitution’.

Question 2**(a) Comment on “unpleasant assembly” in the context of relations between James I and Parliament in 1614.**

Target: AO1.1

- L1: Basic or partial definition of the issue based either on the source or own knowledge, e.g. tension led to its quick dissolution. (Some might comment on ‘Addled’.) **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge e.g. criticism of James with regard to impositions as a foundation for absolutism or of Scottish favourites. James’ comment to Gondomar may be referred to. **2-3**

(b) Explain why the Addled Parliament caused difficulties for James I.

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. financial issues. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. impositions, the role of faction before the Parliament met. James’ lack of leadership, in particular the delay in appointing a Secretary of State. James’ mishandling of Parliament by threat to dissolve them. Parliament’s refusal to grant supply. James’ desperate need for money preventing concessions dispositions. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. a clear explanation of how faction undermined the Parliament, reference in particular might be made to ‘undertaking’. James’ unwillingness to give up impositions might however be seen as the key cause of his difficulties once the parliament met. Impositions were a constitutional issue. **6-7**

(c) **How important, in relation to other factors, was finance in the difficulties faced by James I in the Parliaments of 1621 to 1624?**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or*
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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

There should be an explanation of how finance was an issue in both parliaments. Candidates may link this to their knowledge of James' extravagance, the underlying problems of the financial system as well as more precise reference to financial issues in the two parliaments e.g. monopolies. However, especially at L3 and above, candidates should show clearly the relation of finance to other factors and make an assessment with regard to importance. Reference can be made to the role of faction, foreign policy, religion and general constitutional issues. Good candidates at L4 and L5 will be able to show that all the factors were inter-related. To illustrate this effective reference may be made to the Protestation, the role of Buckingham in the impeachment of Cranfield or the Subsidy Act. Some may argue that the 1624 Parliament was a less difficult one than 1621 and that this was less due to finance than to Royal concessions on foreign policy, ministers and Parliament's role.

Question 3

- (a) Comment on “restoration to his son-in-law” in the context of 1621.

Target: AO1.1

- L1: Basic or partial explanation of the term using the source, e.g. Frederick had been forced to flee the Palatinate. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. Frederick’s position in relation to the Bohemian revolt and the loss of the Palatinate as a consequence of the Battle of the White Mountain. **2-3**

- (b) **Explain why James had “no alternative to diplomacy” in his attempts to regain control of the Palatinate.**

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. logistical problem of recovering the Palatinate. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. reference to the power of Spain, the costs, the practical difficulties for James having no army and a fleet in disrepair. Might argue that diplomacy had always been James’ approach with a Spanish Match as a key part of his foreign policy. Diplomacy a natural first step but also increasingly shaped to put more pressure on Spanish e.g. Mansfeld’s Expedition. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, making links or draws conclusions in order to provide an explanation, e.g. may focus on financial implications. Candidates might also argue that James did have an alternative e.g. June 1620 were allowed to raise a regiment and later Mansfeld’s expedition. Good relations with Gondomar the Spanish Ambassador. **6-7**

(c) **How important was religion, in relation to other factors, in explaining James I's foreign policy in the years 1621 to 1625?**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation 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 issues.
- Or*
Demonstrates, by relevant selection of material, implicit understanding of a wider range of 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 or 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

At L1 and L2 candidates will be expected to address James as 'Rex Pacificus' and most will focus on the Spanish Match as the centre of James' policy. For L3 there must be some direct reference to how religion shaped James' approach. Candidates can refer to how the Spanish Match was developed to balance the religious division in Europe and enable James to act as a negotiator to regain the Palatinate. Some may also refer to the fact that James' acceptance of the Catholic Church as the 'mother church' meant he was more willing to negotiate with Catholicism in Europe than the majority of his countrymen. Good candidates may also point out that while James' main aim was always peace this was particularly because of his abhorrence of religious war. Better answers at L3 will make some clear comment about the relation between religion and other factors. At L4 and above there should be explicit illustrated analysis of how other factors shaped James' policy, in particular finance, the Madrid Trip, and the events of the 1621 and 1624 parliaments. Part of this may focus on how anti-Catholicism from MPs added to the pressure on James. Candidates should also be able to comment on the change in James' policy post the Madrid Trip and the significance of the 'Protestant Alliance'. Reference may be made to the French Marriage and Mansfeld's Expedition. At L5 candidates will make clear the inter-relation of the factors and have direct judgement.

A2 Unit 5: Monarchy Challenged, Rejected, Restored and Restrained, 1625-1714**Question 1****(a) Use Sources A and B and your own knowledge.**

How far do these two sources agree on the factors leading to the breakdown of negotiations with Charles I during 1647 and 1648?

Target: AO1.2, AO2

- 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, e.g. comments of each source on the role of the army. **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. Own knowledge might lead some to challenge the role of political radicals like the Levellers. **9-10**

(b) Use Sources A and B and your own knowledge.

“Charles I was most responsible for his own fate.” Assess the extent to which Charles I was responsible for his own execution through his behaviour in the years 1646 to 1649?

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 shows how the Engagement Charles made with the Scots led into the Second Civil War. Source B comments on how Charles tried to turn his enemies against each other. Sources A and B might also be used to comment on the role of the army, the Independents and Presbyterians or the role of radicals in London.

Own Knowledge: There is much to support a discussion of how Charles' actions in the period 1646-49 did bring about his execution, e.g. Charles' response to the Heads, the Engagement and the consequent Second Civil War, followed by his continued refusal to negotiate seriously. Good candidates at L3 and above should aim to set Charles' actions in the context of an increasingly divided Parliament, a politicised army and other political and religious radicals. They will hopefully comment on the inter-relation between Charles' actions and these developments, recognising that the radicalism of the army was, in part, a response to Charles' deviousness. (Some candidates may want to challenge Charles' own responsibility; after all Charles regarded his opponents as traitors and sought to play on their divisions for his own advantage.) However, as always the possibilities are extensive. Answers cannot possibly be expected to be comprehensive, especially in view of the limited time available for candidates. This is a synoptic question, in which the key requirement is a coherent argument, dealing with a range of factors, supported by balanced and appropriate evidence. Many relatively brief answers will reach L4 or above by means of concise argument, selective evidence, and conceptual depth.

At higher levels some candidates might challenge Charles' responsibility and suggest that the Army moved in December 1649 to protect their own position against a deal between a majority in Parliament and the King.

Question 2

- (a) **Use Sources A and B and your own knowledge.**
How far do these two Sources differ in their view of the anti-Catholic threat during the later years of Charles II?

Target: AO1.2, AO2

- 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, e.g. the implied danger of popular anti-Catholicism. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation, e.g. candidates may use the nature of Source B to suggest the possible promotion and exaggeration of an anti-Catholic threat. **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**

- (b) **Use Sources A and B and your own knowledge.**
“Anti-Catholicism in England during the years 1678 to 1683 was the result of political rather than religious factors.” How valid is this judgement?

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: Both Sources A and B can be used to suggest the political manipulation of anti-Catholicism. However, both Sources can be used to show that there was a religious dimension to anti-Catholicism. Source A suggests that anti-Catholicism, especially in London, did have its own dynamic. Source B can be used to suggest the depth of anti-Catholic imagery and its historical context.

Own knowledge: Good answers will recognise that political and religious factors are hard to separate when considering the seventeenth century. Candidates might effectively show how both inter-related and fed off each other in the period 1678 to 1683. Use may be made of, e.g. Popish Plot, Test Act, Exclusion Crisis, Foreign Policy, what was known about the Duke of York, nature of Whig Party and Shaftesbury. The keys to a successful answer are a direct and relevant argument, a good grasp of the context, and a balanced use of well-selected evidence from the sources and from own knowledge. Thus, some answers of considerable detail may be worthy of L2 or L3 because of their tendency towards a mostly narrative consideration of 1678 to 1683; while some answers will reach L4 or L5 by reaching considered conclusions based on explicit understanding and conceptual awareness.

Section B

These questions are synoptic in nature and the rewarding of candidates 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 each 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

Answers 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 almost to 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

“In the years to 1640 the Personal Rule of Charles I was more successful in terms of finance than in issues of religion”. How convincing is this view?

Target: AO1.1, AO1.2, AO2

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 need to address both finance and religion and make some assessment. While looking at policies in both areas, e.g. restraint of knighthood, forest fines, ship money, Laudianism, candidates will hopefully also consider examples of ‘opposition’ to both aspects of Charles’ rule. Stronger candidates at L4 and L5 may particularly stress that with the Scottish Rebellion, religious issues also led to a questioning of Charles’ financial policy. Religion was always likely to provoke more opposition. On the whole Charles’ financial policy was successful in raising money until 1639-40, though at cost of resentment.

Question 4

“Unrealistic opposition from parliamentary radicals was more to blame than the mistakes of Charles I.” How valid is the explanation of the outbreak of civil war in 1642?

Target: AO1.1, AO1.2, AO2

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 need to consider the responsibility of ‘both sides’. While the initial, or main, focus may be on the failings of Charles, especially in the period from 1637, the role of parliamentary ‘radicals’ during 1640 and especially 1641-42 in allowing the development of ‘constitutional royalism’ and thus a King’s party to emerge should be part of L4 and above. This could be in the context of how Charles’ actions had led MPs such as Pym to their position or the impact of events such as the Irish Rebellion. Candidates could also consider the geographical division of King and Parliament, 19 Propositions and pamphlet war in leading to the outbreak of war in summer/autumn 1642.

Question 5

How far was the growth of political and religious radicalism in the years 1646 to 1653 due to the breakdown of authority in state and church?

Target: AO1.1, AO1.2, AO2

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

While most will agree with the contention, extensive coverage of the period 1646 to 1653 cannot be expected. There should, however, be a good range of examples. Some may focus on the army or the Levellers in particular. In considering examples of radicalism in this period candidates will hopefully appreciate the link between political and religious radicalism. Answers of L4 and above should give some context about the authority of the state and church in this period in relation to radicalism and many will also outline changes over the period, e.g. breakdown of 1646-49, the attempts at stronger rule by the Rump (Blasphemy Act, the crushing of the Levellers). Some might also consider the position of the army in relation to the state post-1649. As such useful comment can be made with regard to the removal of the Rump, Barebones' Parliament and the establishment of the Protectorate. Candidates may consider a range of other factors such as the disruption, trauma and chaos of 3 civil wars within 10 years; example of a divided ruling class; abolition of Church, Monarchy, House of Lords, censorship; Role of the NMA itself as a shelter for, and distributor of, radicalism; Leveller organisation and pamphleteers; printing; role of individuals e.g. Lilburne, Cromwell even, Walwyn.

Question 6

How important was the influence of events in Ireland and Scotland on England in the period 1649-60?

Target: AO1.1, AO1.2, AO2

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

Extensive coverage of the period is not expected but candidates should illustrate the influence of Ireland and Scotland on England by using a good range of examples from 1649 to 1660. As such most candidates will focus particularly on the periods 1649-51 and 1659-60. However, at L3 and above candidates should also begin to appreciate how the different natures of the 'Cromwellian regimes' in Ireland and Scotland, 1653-60, impacted on England, i.e. how the approach of Broghill, Henry Cromwell and Monck related to changing ideas about settlement in England. At L4 and above candidates will comment on the different relationships between the different parts of the Protectorate and the distinction between the 'English' in Ireland and Scotland, 'unique' Irish and Scottish events, e.g. Glencairn's Rising, as well as showing the importance of 'unique' English events.

Question 7

How convincing is the view that in the years 1660 to 1673 Charles II faced more difficult problems in religion than in finance?

Target: AO1.1, AO1.2, AO2

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 can argue either way or suggest the problems were different. Charles needed a religious settlement and initially attempted a moderate settlement but had problems with a rigid Anglican Cavalier Parliament, while his aim of toleration for all non-Anglicans meant that most were not a threat to him. The narrow settlement was a weakness. Can use Clarendon Code, Test Act etc. Some financial success but no real settlement; excise, hearth tax not sufficient. Problems in relation to Dutch War and context of relationship with Parliament might be considered.

Question 8

“Charles II’s policies towards the Dutch were motivated by genuine economic concerns; his policies towards the French were motivated merely by personal gain.” How convincing is this view?

Target: AO1.1, AO1.2, AO2

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 do need to consider both Charles’ Dutch and French policies. For L3, with regard to the key issue of direct judgement of ‘motivation’ good use can be made of the following: - Dutch; non-European trade, Navigation and Staple Act; London merchant pressure, East India Co. as well as Charles’ desire for personal profit. French; Dover Treaty, admiration of French system, public opinion in reaction to Medway. Some candidates might consider how Charles’ intentions can really be judged with regard to France.

Question 9

“James II did not lose his throne because of the religious fears generated by his policies in the years 1685 to 1688; the key factors were political.” How convincing in this view?

Target: AO1.1, AO1.2, AO2

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

This question requires a direct assessment of the relative impact of religious and political factors. There should be some appreciation of the link between the religious and political considerations beyond L2. Good candidates, L4 and L5, will make use of ‘key factors’ and might make a judgement in relation to the scope of ‘political’ factors, e.g. France foreign policy, the role of the individual, international situation including role of Louis XIV, William of Orange, Whig/Tory leaders.

Question 10

To what extent was Charles II’s political skill more responsible for his survival in the period 1678 to 1685 than the failures of the Whigs?

Target: AO1.1, AO1.2, AO2

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 are required to have a good understanding of the dynamics and stages of the Exclusion Crisis from 1678 until 1685. Charles’ use of the ‘prerogative’ should be addressed directly but for L3 and above a sound perspective of factors should emerge and reference to the failures of the Whigs (support of Monmouth/William; recourse of threat of violence; radicalism of annual Parliaments; activities of Shaftesbury) leading to judgement.

Question 11

In the years 1629 to 1713, to what extent did the growth of colonial overseas settlements bring economic and social benefits?

Target: AO1.1, AO1.2, AO2

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 detail for the period 1629 to 1713 cannot be expected. Candidates should however be able to use developed examples over the period to illustrate their argument. Assessment of 'extent' is crucial as well as wider analysis at L4 and above e.g. how 'benefit' is judged. This might be in the short or long term, or for some groups rather than others. Good candidates will also be able to appreciate the changing circumstances within the period 1629 to 1713. Changes in direction and composition of English trade; impact on trade, ports especially London