



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative O

Units 2, 5 and 6

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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 AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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 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

June 2003

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 “too much inclined to giving” in the context of James I and finance. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. James gave too much away, gifts, pensions etc. **1**

- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. his financial situation meant that he could not afford to be as ‘giving’ as he was. Credit should also be given for candidates who comment on the political cost. Initially ‘giving’ focused on Scots and throughout on ‘favourites’. Some may comment on James’s belief that as King of England his financial troubles would be over, as Scotland was much poorer. Some may give some statistics on scale of spending compared to Elizabeth. Some might argue that some of James’s ‘extravagance’ could be justified, Elizabeth having allowed the Court to run down etc. **2-3**

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

How useful is Source B as evidence about the problems James I faced in his plans to make war in the Palatinate? (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 evaluation of the utility/reliability of the source either from own knowledge or based on provenance – replies upon description of the contents of the Source or makes very general comments about the value of a contemporary account, e.g. Source B shows Parliament will not agree to the expense of James’s proposed army. **1-2**

L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. some may comment on nature of Ambassadors, and Venetian ones in particular, as evidence. Although an outsider, the author has access to the political elite and is trained to observe and report accurately. His comments show a good assessment of the issues – the financial implications and the political dimension with regard to Parliament. In particular he is aware that James' policy of the Spanish Match is unrealistic if he intends to use the dowry to raise an army for the Palatinate. **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. candidates might comment that in fact while informed, the Venetian ambassador does not appear to be aware that at this stage James's is still just using the threat of war and Parliament to try to push Spain into the Match. They may also comment on the date and how James's plans change post-1622 and provoke different problems. Some may comment that the absolutist threats that the ambassador comments on have been given more weight because of the nature of Venice. **6-7**

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

“Incompetent ministers and uncooperative parliaments were chiefly responsible for the financial weakness of James I.” Explain why you agree or disagree with this statement. *(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 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

Candidates need to both address issues to get into L3, but most will also deal with James's own responsibility at this level and above. As such the sources provide a good basis for addressing the main ideas of the question. Source B show finance as a constitutional issue and the problems of parliamentary taxation. Source C illustrates the link between the reluctance of MPs to vote taxation and James's extravagance. They feared for the future of their institution. Source A can be used in relation to James's extravagance.

Own knowledge: Answers should be able to use accurate evidence about most (but not necessarily all) of the following:

'Incompetent ministers' – Dorset and Cecil 1603-12: Great Farm; wardship; purveyance; Impositions; Book of Rates; Great Contract; Sale of baronetcies.

1612-21: Cockayne Project; Monopolies.

1621-24: Cranfield and Retrenchment.

'Parliament' – Finance as a political issue needs to be explained. Candidates could consider this in the context of the Great Contract, Impositions and Monopolies. At L3 and above there should be some reference to the issue of Parliament and taxation. At L4 and above candidates should explain the underlying problems with the tax system. With regard to Parliament candidates may comment on the lack of knowledge of government costs of most MPs or the use of James's extravagance as an excuse to avoid taxation. Examples of James' 'giving' may be used to illustrate his own responsibility for the financial problems. The impact of foreign policy in the context of the Monopolies Act, Subsidy Act or Impeachment of Cranfield might be used profitably. Factors beyond James's control may also be used: debt from 1603; household etc. Some may challenge 'incompetent'. Might argue that Cranfield was becoming too effective in cutting spending.

Question 2

- (a) Comment on "the Sovereign and his Council" in relation to government under James I. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge., e.g. Government was centred on the King and his Privy Council. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. within the trinity of the political structure, policy was initiated by the King and his main advisors within the Privy Council. Parliament was

not government. Crown ruled as well as reigned. Sovereign was head of government, not just head of state. Privy Council might be compared to cabinet today. **2-3**

- (b) Explain why James I felt that the royal prerogative was under threat during his reign
(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. under attack from Parliament. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. Parliament's defence of its 'privileges'. May illustrate constitutional issues with reference to any of the following – the Union, Shirley's Case, Buckinghamshire Election, Impositions, Foreign Policy 1621-25, impeachment etc. Some may argue that was exaggerated as extract suggests. **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. candidates will be able to make some reference to the root of the problem being the ambiguity of the ancient constitution. Some might comment on James's own defensive attitude to his prerogative. Financial weakness made him feel more vulnerable. Not just Parliament – common Law Courts – in religion, Presbyterians and 'Papists'. **6-7**

- (c) With what success did James I preserve the royal prerogative in his dealings with Parliament during his reign?
(15 marks)

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

James's stress on his Divine Right was never seriously challenged, except by the Form of Apology and Satisfaction, even then not presented, but the relationship between the royal prerogative and parliamentary privilege was a constant theme. As illustration, candidates may refer to a range of examples from the Union debates, Buckinghamshire election, Shirley's Case, Impositions etc. At L3 and above there should be more focus on the later parliaments and in particular the political implications of finance and foreign policy. Candidates may make use of information on the actions of Buckingham and Charles, the Subsidy Act or the arguments of Cogswell. However, at L4 and above it is expected that candidates will appreciate, in some form, that James was in control because he was prepared to compromise. Reference might be made to his speech of March 1610. There was no 'organised Opposition' and Parliament conducted a lot of positive business. Also, James established important aspects of the prerogative, e.g. in Bate's Case; did manage without a parliament for most of his reign, able to keep a peaceful Foreign Policy to very end of reign.

Question 3

- (a) Comment on "Papists" in the context of religious faction in 1603. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. Roman Catholics (those loyal to the Pope). **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. outside of the established church; seen as a political and religious threat. Some may also differentiate between Church Papists and Recusants, or even Jesuits. Some may refer to Papal power or to Catholic powers on the Continent. **2-3**

- (b) Explain why Puritans were discontented with the Church during 1603 and 1604. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue through general and unsupported statements, e.g. wanted a more Puritan church, further reformation. Some may refer to the Elizabethan Church as a compromise church. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. wanted further Reformation to remove the vestiges of Catholicism that remained in the English Church. Reference made to the Millenary Petition and Hampton Court Conference. Some might also differentiate between Presbyterians, Church Puritans and Separatists. **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. context of their hatred of Catholicism, the strength of the beliefs of Puritans as the ‘godly’. Abuses in the Church – lack of preaching, pluralism. **6-7**

(c) With what success did James I “crush” Papist and Puritan discontent in the years 1604 to 1625? **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving 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

Candidates should use information from a range of examples with regard to James and both groups. For example, Hampton Court Conference, Bancroft’s Canons, Abbot, Book of Sports, Direction to Preachers, Oath of Allegiance etc. At L3 and above there needs to be some appreciation of James’s general approach to religion and both groups. As this is developed, candidates should comment directly on ‘crush’ and nature of discontent by providing a wider context. Judgement of success may make a distinction between Papist and Puritan discontent, also differentiate between different types of Papist and Puritan especially Church Puritans, Presbyterian, Separatist, Puritanism or Church Papists and Recusants. ‘Crush’ more appropriate for some but not others. The apparent increasing greater threat of Puritanism in reaction to the Thirty Years’ War. Some candidates may draw a distinction between James’s success and Charles’s failure briefly.

June 2003

Alternative O: Britain, 1603-1714

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 sources differ in their view of the Personal Rule of Charles I?

(10 marks)

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. Ship Money as a cause of conflict. **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. attitude to church, nature of the court. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation, e.g. provenance, supporting own knowledge. **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. The root of the differences is the perception of Charles' aims. Some may relate this to Hutchinson's Puritanism or Sharpe's 'Revisionist' view of the Personal Rule. **9-10**

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

"Before 1638, the Personal Rule was a triumph for Charles I, enabling him to deal effectively with political, financial and religious issues."

How valid is this assessment of Charles I's Personal Rule?

(20 marks)

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 can be used to support this contention, especially with regard to collection of Ship Money pre 1638. General argument of Sharpe is that Charles attempted positive, creative reform. Source B, from the point of view of Charles nothing in B to argue that it was not a success prior to 1638, but Hutchinson's theme is that Charles' policies were setting England on road to crisis.

Own Knowledge: Candidates can effectively argue that Charles, before 1638, ruled effectively with regard to politics, finance and religion. In this there does need to be reference to the methods adopted, e.g. role of Council, Ship Money, Laudiansim etc. These can be judged positively in the light of Sharpe's argument. For L4 and above candidates should, however, set Charles' Personal Rule in a wider context and address discontent and '1638'. They should comment on the concerns of people such as Hutchinson and Hampden. While there might not have been 'open' or 'organised' 'opposition' activities of men such as Prynne, Hampden etc. or the evidence of the diaries of the Kent gentry show an underlying tension. Many will argue that the nature of the post Scottish Rebellion crisis in England is inexplicable without this. At L5 many might comment on the nature of the discontent and attitudes of the elite in that it took the Scottish revolt to undermine Charles' position in England.

Question 2

- (a) Use **Sources A** and **B** and your own knowledge.

How far do Sources A and B agree about the factors which contributed to the downfall of the Earl of Clarendon? (10 marks)

Target: AO1.2, AO2

- L1: Extracts simple statements from the sources to demonstrate agreement, e.g. role of Charles II. **1-2**

- L2: Demonstrates explicit understanding of aspects of agreement/disagreement, e.g. role of court intrigue. **3-5**
- L3: Demonstrates explicit understanding of similarities and differences of interpretation and offers some evaluation, e.g. emphasis on failure in A as opposed to the King's personal role in B which relates to Clarendon's feelings of betrayal by the crown. **6-8**
- L4: Uses appropriately selected material to reach a sustained judgement and evaluation. There will be an argument led approach using selective and integrated supporting evidence. **9-10**

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

“It was court intrigues rather than failed policies in the years 1660 to 1667 which were chiefly responsible for Clarendon's fall.”

How valid is this judgement? (20 marks)

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 can be used to illustrate the impact of Clarendon's failure. Source B can be used to illustrate the role of court intrigue and Charles II.

Own Knowledge: Candidates should address both 'court intrigues' and 'failed problems' to get into L3 and above. The level of the assessment, appreciation of the relationship between both factors and others will distinguish L4 and L5 answers. For L4 and L5 there should be some wider assessment of Clarendon's 'record in office'. For many this may involve comment on the policies that were portrayed as 'failures': failure of marriage of Charles and Catherine of Braganza; sale of Dunkirk; 'Clarendon Code'; marriage of Anne to James; slump in finances; the Dutch War. While, to a degree, policies if successful would have made Clarendon secure but good candidates, at L4 and L5, might argue that the nature of Clarendon's approach meant that he was always open to attack at court. Clarendon was not going to be a creative administrator, his personality alienated courtiers and Charles but he also refused to play the role of a 'chief minister' and lead the Council or manage Parliament. He was an obvious scapegoat. Some candidates might make a distinction with regard to 'fall' between Clarendon's removal and then impeachment forced by Buckingham. Some may bring out 'court intrigues' by stressing the personal rivalry, jealousy especially from younger royalists who saw Clarendon as a barrier to their own ambitions.

Essay questions (onwards)

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

How far was the hostility towards William Laud in the years 1633 to 1641 generated by political rather than religious fears? *(20 marks)*

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 expected to appreciate the significance of the dates: Laud's translation to Canterbury and his impeachment in February 1641. Most candidates will be able to show the religious nature of hostility to Laud focussed on, for e.g. altar policy; inhibition of preaching; 'ceremonialism'; emphasis on integrity of church courts. At L3 and above candidates should also show the wider context of the hostility to Laud through his central role at court and the policies of the Personal Rule. For e.g. the real fear of Catholic conspiracy, the trial of Prynne, Burton and Bastwick, illustrating the cohesive power of Star Chamber and thus the religious radicals becoming political radicals through the breaking of the Jacobean compromise. Ultimately power was the source of hostility to Laud. Doctrinal changes were not the main issue in the charges against him which stated "He hath traitorously assumed himself a papal and tyrannical power both in Ecclesiastical and Temporal Matters...". Some might also comment, however, that essentially the 'hostility' came from a minority and many of the majority acquiesced or actually enjoyed the discomfort of the 'godly', and that Laud's reforms were valuable to the Church and that many approved of more orderly services.

Question 4

“The origins of the English Civil War lay above all in events in Scotland and Ireland.”
How justified is this claim? (20 marks)

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 should appreciate the ‘British’ dimension and the sequence of armed resistance. They should see the factors common to all three areas: centralising policies of the crown, religious differences, inability of Charles to muster sufficient force to suppress problems. Good candidates will note the time lag between troubles in the three kingdoms, and that the spread of resistance was not necessarily inevitable. Scotland revealed the financial and military incapacity of Charles and drove a number of parliamentarians into supporting the Scots and making the work of the Short and Long Parliaments difficult, but did not make an English Civil War in 1642 inevitable; the Irish Rebellion fuelled the Catholic conspiracy theories, again making compromise difficult helping to divide the Long Parliament more deeply, especially with regard to control of armed forces. At L4 and above candidates should fully appreciate the range of factors, especially events in the Long Parliament 1640-42, that made civil war in England possible, in particular the development of a ‘royalist party’ based on ‘constitutional royalism’.

Question 5

“The execution of Charles I was not motivated by the need to find a scapegoat for the failure to secure a settlement but by political radicalism.”
How valid is this view of the crisis of 1647 to 1649 and its outcome? (20 marks)

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

Charles’s execution was motivated by political radicalism. It was also motivated within this by religious radicalism. However the nature of political radicalism needs to be considered. Key in the period 1647-49 and Charles’s eventual execution was the process of the politicisation of the New Model Army. However, candidates need to show that although radical the army, and in particular its grandees, had no intention of executing Charles until

the last moment. Even groups like the Levellers did not seek execution. With regard to this candidates should comment on Charles's own role in bringing about his execution and most will be familiar with the 'failure of settlement' and the impact of the 'Engagement' and Second Civil War on the Army in this period and his part in it. Thus some may address the idea of 'scapegoat' in relation to the hope that with Charles's removal settlement might be achieved. Some may also comment on Pride's Purge as a means to stop settlement between Charles and Political Presbyterians.

Question 6

How important was the issue of religion in causing the social and political instability of the Interregnum? (20 marks)

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 should be able to show directly how religion was important in causing political instability. Extensive coverage is not expected but there should be a good range of examples for the period. For e.g. religious context of Irish and Scots wars, religious radicalism of New Model 1649-53, Barebones Parliament, the Biddle and Nayler cases, the Quaker threat 1658-60. The 'social' element requires less comment but must be addressed for L3 and above no matter how limited and could be briefly linked. The most likely approach is the link with the Quaker threat for social background of religious radicals, or Diggers.

Question 7

How successfully did Charles II deal with the dangers arising from religious issues in the years 1678 to 1685? (20 marks)

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 good understanding of the dynamics and stages of Exclusion Crisis from 1678 until 1685. Charles's use of prerogative in the prorogation and dissolution is central, but for L3 and above a sound perspective of factors should emerge. This will enable not only a focus on Charles' actions but other factors that helped him deal with the

‘dangers’, e.g. fear of a repeat of 1640-41. At L4 and above a direct judgement needs to be clear in relation to ‘success’ by 1685.

Question 8

How “revolutionary” were the political and religious upheavals of 1688 and 1689?
(20 marks)

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

A lot will depend on how candidates seek to define “revolutionary”. While many will comment on 1688/89 as ‘revolutionary’ in the establishment of a new king many will question at a wider level the extent of ‘revolution’. Answers at L3 and above should have some appreciation of this qualification of the term ‘revolutionary’. Most will probably counter the Whig interpretation and point out for example the limited nature of the opposition to James II in its extent and pronouncements of the ‘reluctant revolutionaries’. However a degree of change should be shown, e.g. England – change in nature of succession had to be accepted and thus limitation of monarchs power through oath, Declaration of Rights, financial settlement, Dissenters’ freedom. Scotland – repeal of 1669 Act of Supremacy, abolition of bishops. Ireland – greatest potential ‘revolution’? Also need differentiation between 1688 and 1689 – coup d’etat v. constitutional change. Real revolution after 1689 in financial developments?

Question 9

How did political and religious factors affect Anglo-Dutch relations in the years 1660 to 1714?
(20 marks)

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 should address both the political and religious factors to reach L3 and above. Good candidates will comment on the link between the two and appreciate other factors. Most will use economic factors and this should be credited when linked to the question. Although coverage of the period 1660-1714 is not expected to be extensive there should be a

good range in L3 and above answers which illustrates the changing nature of relations. L4 and L5 may refer to political factors too.

Question 10

How important were commercial and financial developments in increasing national prosperity in the years 1660 to 1714? (20 marks)

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

A discussion of commercial developments such as the Restoration Navigation Act, trade treaties, development of overseas and internal trade can be expected; development of capitalism National Debt and the role of the Bank of England; examination and evaluation of the extent of social and economic change: to what extent the increasing national prosperity was due to commercial and financial influences, or whether others factors were more important in the emergence of an increasing national prosperity, e.g. the influence of politics, social and economic change generated by war and revolution. War as cause of financial development.

Question 11

How important was the influence of events in Ireland and Scotland on foreign affairs in the period 1660-1689? (20 marks)

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, or sole concentration on events in Ireland and Scotland. Candidates should be able to show the main factors that influenced foreign affairs generally with illustrative reference to assess the impact of events in Ireland and Scotland to reach L3 and above. A lot of scope to challenge just how important they really were.

June 2003**Alternative O: Britain, 1603-1714****A2 Unit 6: Oliver Cromwell: Hero or Villian?****Question 1**

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

How valid is Clarendon's interpretation of Cromwell's achievements? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative content

Many will comment that to a large degree Clarendon's interpretation is valid as an impression of Cromwell's overall general achievement in certain areas. There was internal control and respect from foreign powers. At Level 3 and above candidates will focus on particular aspects of the source with their own knowledge in a much more questioning fashion, e.g. relationship with army, 'entire obedience' and problems in foreign policy. Good comment on Clarendon's interpretation as that of an outsider and in the context of its publication needs credit. At Level 4 there should be understanding of the underlying negative impression that Clarendon as a 'constitutional royalist' is trying to imply.

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

How useful is Source B as evidence of Cromwell's control of the English people? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**

- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

As a source directly from Cromwell it is clearly of some use for his perception of what had been achieved in shaping the actions of the people under the Major Generals. However, candidates should point out that Cromwell was presenting his justification for the Major Generals and he had desired moral reform, so there are clear elements of political ‘spin’ here and self-delusion. Good candidates will set the speech in its right historical context when judging its utility. Cromwell, as the last part of the extract indicates, is trying to suggest to his audience that they have the responsibility now of carrying on moral reform. The First Protectorate Parliament had failed, royalists had rebelled and thus the Major Generals were necessary, now these MPs had to fulfil his aims. Candidates may relate Cromwell’s comments to their own knowledge to support and challenge the idea that the Major Generals gave him control by referring to the vigorous activities of Worsley compared to the less committed. In a direct fashion to extend focus beyond 1655/56 candidates can point out the fact that Cromwell had to turn to the Major Generals and their rule indicates his lack of control. Also challenge from this Parliament to their legality and indeed influence of the Army late in session.

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

“In the years 1649 to 1658, Cromwell reduced the three nations of England, Scotland and Ireland to a perfect obedience.” How justified is this claim? (20 marks)

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

Key terms, ‘justified’ and ‘perfect obedience’, should lead into analysis.

From the Sources:

Source A: the basis of Clarendon’s comment, although overstated in terms of ‘entire obedience’, illustrates the scale of Cromwell’s achievement in establishing control, given the context of 1642-49.

Source B: implied reference to Cromwell’s internal power and control – thus being courted by foreign powers.

Source C: Hirst comments on the establishment of a ‘strong state’.

Own knowledge:

Cromwell did exert control but the degree needs to be assessed. Not ‘perfect obedience’ and distinction can be made between three kingdoms, e.g. Glencairn’s Rising; apathy of gentry in England. Distinction can be made between post 1653 and Cromwell as Protector. For the period 1649-53 some may consider the crushing of the Levellers, Cromwell’s relationship with the Rump and Barebone’s Parliament. For the period 1653-58 there might be comment on division in Cromwell’s Councils, his relationship with the two Protectorate Parliaments or in a wider context the apathy of the Gentry or the Quaker threat. Other areas that can be used to assess the nature of Cromwell’s power include, for example, problems with Parliaments, use of Major Generals, Kingship. Evidence of plots, risings, Sealed Knot could be used both to challenge and support the quotation. Similarly there could be some challenge as to how far Cromwell personally reduced Ireland e.g. work of Jones and also armies of occupation in Scotland/Ireland.