
A-level HISTORY

Paper 1D Stuart Britain and the Crisis of
Monarchy, 1603–1702

Mark scheme

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

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

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A-level History Paper 1 Specimen Mark Scheme

1D Stuart Britain and the Crisis of Monarchy, 1603–1702

Section A

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|----------|----------|---|-------------------|
| 0 | 1 | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to divisions between Crown and Parliament in the early Stuart period. | [30 marks] |
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Target: AO3

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

Generic Mark Scheme

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| L5: | Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. | 13-18 |
| L2: | Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. | 7-12 |
| L1: | Either shows an accurate understanding of the interpretation given in one extract only or addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. | 1-6 |
| | Nothing worthy of credit. | 0 |

Indicative content

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

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach of individual arguments. For example, they may comment on the extracts all indicating the underlying discontent through the period rather than widespread open opposition. What follows is indicative of the analysis and evaluation which may be relevant.

Extract A

In their identification of Hawkins' arguments, students could identify the following:

- that James' views were not subversive and that both kings acted within a legal framework
- that the personal exercise of royal power had long been regularised and that powers of patronage as in monopolies were subject to legal challenge
- that the key issue of potential division was the definition of power 'as they saw it'.

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

- deploying knowledge of context to challenge the view that how power was exercised was regularised and clear
- similarly, the view that divine right was contentious could be challenged because James' habit of asserting it did cause some division
- corroboration of the view that a key issue was over how power was exercised in practice and that there was division over how it was 'seen'.

Extract B

In their identification of Russell's arguments, students could identify the following:

- that the issue of trust between Crown and Parliament was the most compelling issue of the period
- that divine right was not necessarily contentious
- that Parliament increasingly wished to question the use of power
- that money, and later, religion, were key to distrust.

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

- deploying knowledge of context to corroborate or not that the issue of distrust is a central issue and one of the most difficult questions
- similarly, to assess how far divine right was generally accepted and approved of
- to corroborate or challenge whether money and religion were the key issues, rather than, for example, foreign policy and favourites.

Extract C

In their identification of Hill's arguments, students could identify the following:

- that there was agreement that prerogative powers existed legitimately
- that the use of prerogative powers outside of the laws was a key source of division
- that it was not so much this emergency power, rather than a lack of confidence that it would be exercised properly, that caused division
- that the King saw such opposition as negative and obstructionist.

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

- deploying knowledge of context to corroborate that a central cause of division was lack of confidence that emergency power would be exercised appropriately
- similarly, to assess Hill's view that parliamentarians were correct to be suspicious, when some actions of the monarchs were appropriate
- to corroborate or challenge whether the monarchs were right to see opposition as merely negative and obstructionist; this was probably the case as MPs lack an ideological basis for acting in an executive manner.

Section B

0	2	To what extent were disputes over religion, in the years 1603 to 1625, due to James I?	[25 marks]
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Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Students should illustrate their answer with a range of examples explaining how James caused religious disputes in the years 1603 to 1625. For example:

- the Hampton Court Conference
- Bancroft's Canons
- 1606 Oath of Allegiance
- the Book of Sports
- Direction to Preachers
- the Spanish Match.

Students should illustrate their answer with a range of examples explaining how religion as a factor itself caused disputes in the years 1603 to 1625. For example:

- the Millenary Petition
- the Gunpowder Plot
- Lancelot Andrewes
- rise of Arminianism
- impact of Thirty Years War.

Stronger responses will have set the examples in the context of the religious divisions of early Stuart England and in doing so may refer to some of the following:

- Puritanism
- Arminianism
- anti-Catholicism.

Stronger responses will set the religious disputes in a broader context by considering, for example, their impact on Crown-Parliament relations. For example students may consider James' role as Supreme Governor and how his prerogative in relation to religion was a source of tension for the more Puritan minded MPs. Some students may also set the disputes in the context of James' overall approach of maintaining a 'Jacobethan balance' and in doing so regard James as a success in preventing the development of religious tension in to conflict.

0 3 'Short-term success but long-term failure.'

Assess the validity of this view of Charles II's relations with Parliament, in the years 1660 to 1685.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Students should consider how Charles could be seen as success in his relations with parliament. Students may refer to aspects of the Restoration Settlement as immediate examples of Charles working productively with parliament such as:

- the land settlement
- the constitutional settlement
- the financial settlement
- the religious settlement.

Students may refer to the following as examples of tension with parliament after the immediate construction of the Restoration Settlement:

- pressure to impeach Clarendon
- removal of Declaration of Indulgence and imposition of the Test Act
- pressure for a pro-Dutch foreign policy post 1670
- limited financial grants and the context of the Treaty of Dover.

Students may also refer to examples of more underlying failures that may be used to indicate the limited success of the Restoration Settlement such as:

- the failure to agree an adequate financial settlement
- the differing aims of Charles and parliament with regard to the Church of England.

This may be further balanced by some arguing that Charles' defeat of the Exclusionists established him in the period 1681–1685 as the most powerful of all Stuart monarchs. Some may further comment on this as merely a reflection of the power and influence of the political nation, especially the Tory Anglicans, over the Crown and thereby representative of the ultimate failure of Charles II to break free of the power of parliament.

0	4	To what extent did the power of monarchy change in the years 1688 to 1702?	[25 marks]
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Target: AO1

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

Generic Mark Scheme

L5:	Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
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L2:	The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist.	6-10
L1:	The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.	1-5
	Nothing worthy of credit.	0

Indicative content

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

Students are required to assess how far the power of the monarchy changed in this period.

Students may argue that there were major changes to the power of the monarchy in the period as evidenced by the following:

- The Bill of Rights of 1689 which did much to remove the powers of the Stuart monarchy which had caused some much friction in the past, such as the suspending and dispensing powers in relation to the law and the abolition of prerogative courts
- The Mutiny Act of 1690 which meant that the king was dependent on Parliamentary approval annually for the raising of an army
- The Triennial Act of 1694 which meant that Parliaments had to be called at least every three years
- The Act of Settlement of 1701 which changed the course of the succession to Protestant heirs only and removed the crown's power to dismiss judges and placed this with Parliament and removed the right to plead against parliamentary impeachment
- in addition, candidates might refer the fact that William's interest was in foreign affairs and that much day-to-day administration was transferred to ministers who needed to secure parliamentary support

Students may argue that whilst there were significant measures which limited the power of the monarchy, the monarch still retained important powers such as:

- the power to appoint and dismiss ministers
- control over foreign policy, although this became circumscribed during the 1690s
- the fact that parliaments were not always in session and that despite the Triennial Act, day-to-day executive power was still very much in the hands of the king
- the support for a strong monarch which emanated from the Tory Party

Students may conclude that the power of the monarchy changed in a manner that left it very different from the power exercised previously, but that the monarch remained central to government.

