

AS
HISTORY
7041/1D

Stuart Britain and the Crisis of Monarchy, 1603–1702
Component 1D Absolutism challenged: Britain, 1603–1649

Mark scheme

June 2020

Version: 1.0 Final



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 Examiner.

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the influence of Buckingham in the years 1615 to 1625?

[25 marks]

Target: AO3

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

Generic Mark Scheme

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

Indicative content

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

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- until 1623, despite Buckingham's growing influence, James I remained in charge
- Buckingham's influence was a source of political tension
- there was a difference in the perception and reality of the dynamic of the relationship between James and Buckingham.

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

- Buckingham was the favourite, under James I from 1615, who achieved the most powerful position by 1618. This can be seen in his role in monopolies, the patronage given to his family and depth of James' affection for him
- the tension over Buckingham, by other courtiers and ministers like Coke or Bacon, could be seen as part of their feeling of increasing isolation from political influence
- after 1623 and the Madrid Trip, there was shift in the relationship as Buckingham repositioned himself more openly alongside Charles through to James' death in 1625 in support of a more aggressive foreign policy than James would contemplate.

In their identification of the argument in Extract B, students may refer to the following:

- Buckingham's influence had disastrous political consequences
- there were some short-term advantages of Buckingham's influence, as seen with finances in 1620
- Buckingham was shaping policy through his influence over James.

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

- Buckingham was a source of tension at court, increasingly from 1615, and clearly in the 1621 Parliament around the issue of monopolies
- Buckingham was a relatively able administrator and given the state of James' finances, there were improvements, if driven predominantly by Lionel Cranfield
- Buckingham clearly had access and influence with James but the monarch kept control of policy. Even after 1623, James' appointment of Laud only to St David's can be seen as an example of James resisting political pressure from both Buckingham and Charles through to his death in 1625.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that both extracts have convincing elements. Both touch upon the influence of Buckingham being rooted in his position as James' favourite. Both comment on the negative impact of Buckingham's influence, but Extract A is probably more accurate in regard to the reference of James keeping control of the direction of policy, given his stance in the 1624 Parliament still resisting major intervention in the European war.

Section B

0 2 'Parliamentary opposition to the Crown, in the years 1604 to 1629, was ineffective.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that Parliamentary opposition to the Crown, in the years 1604 to 1629, was ineffective might include:

- James' use of prerogative to dissolve Parliament when he needed to; 1611 over the Great Contract, 1614 over Impositions or 1621 over the Commons' Protestation. James was also able to use his prerogative to prorogue to frustrate MPs, as he did over the Union in 1606
- Charles was able to dissolve three Parliaments during the years 1625 to 1629, thereby not giving in to parliamentary pressure, for example, to sacrifice Buckingham
- Charles continued to collect tonnage and poundage despite not having parliamentary sanction and he managed to wage war despite the refusal of Parliament to offer significant subsidies for this.

Arguments challenging the view that Parliamentary opposition to the Crown, in the years 1604 to 1629, was ineffective might include:

- the need to dissolve Parliaments by both monarchs could be interpreted as a reaction to the parliamentary pressure they were under
- James' desire for a Union was frustrated by MPs and he was forced to accept a gradualist approach
- Charles was forced to accept the Petition of Right by Parliament's use of the power of subsidy.

Students could argue that parliamentary opposition to the Crown could frustrate the desires of the Crown, particularly if linked to the need for finance. It may be pointed out that opposition was not, however, able to radically change the direction of most policy that either monarch was set on, for example, James' refusal to go to war or Charles' imposition of Arminianism. The nature of the prerogative ensured the monarch had significant powers and means of implementation outside of Parliament and some may reference this as another way in which opposition was limited. Stronger responses may comment that Parliament and the Political Nation were essentially conservative and limited their opposition in seeking agreement, as seen by the nature of the Apology and Satisfaction or the submission of the Petition of Right instead of a Bill of Rights.

0 3 'The policies of Charles I were the main reason for the development of religious radicalism in the years 1629 to 1649.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that the policies of Charles I were the main reason for the development of religious radicalism in the years 1629 to 1649 might include:

- Arminianism became more entrenched after 1629 and more firmly imposed with the elevation of Laud. This provoked an increasing reaction as the Jacobethan balance was shattered. Arminianism and Laudianism were regarded by many, but particularly by Puritans, as simply a means to reintroduce Catholicism and this made even moderate Calvinists drawn to the Puritan position. Charles' policies thus redefined Puritans and some Calvinists as radicals, certainly from Charles' perspective. Bishop Williams' opposition to the altar policy could be seen as an example of this
- emigration was a form of a more developed radical position by a significant number of Puritans and there was a network of opposition that supported this through structures such as the Providence Island Company. Emigration was a reaction against policies that Puritans regarded as moving the Church of England away from the further reformation they desired, like the 'beauty of holiness' in promoting a more visual Church of England
- Feoffees for Improvements was a reaction by Puritans in organising against Laudianism and specifically the policies of the 1630s focused against preaching. St Gregory's Case shows the example of the reaction of urban Puritan elite against the altar policy that comes to a point with the Root and Branch Petition as an example of reaction against policies equated with Charles' emphasis on episcopacy from 1629
- civil war, in 1642, was triggered by millenarian activists and it was the millenarian Fifth Monarchists and Bible Republicans that were key in bringing about the regicide as a radical reaction to the policies of Charles I in not being prepared to come to a settlement in the period 1637 to 1649.

Arguments challenging the view that the policies of Charles I were the main reason for the development of religious radicalism in the years 1629 to 1649 might include:

- the imposition of the Arminian policies created the radicalism of Puritans in the 1630s, more than the actual policies themselves. The collapse of his authority from 1637, rather than the policies themselves, led to the development of religious radicalism seen through the Scottish Rebellion, the National Covenant, the links Pym established with the Covenanters and more open examples of opposition in England like Prynne, Burton, Bastwick and Lilburne
- after 1642, the experience of civil war, Parliament's armies and revolution produced conditions for the development of religious radicalism, as can be seen through the emergence of groups like the Baptists, Seekers, Fifth Monarchists and Ranters
- the European context of the Thirty Years War from 1618 encouraged a more radical position by some Puritans concerned at the apparent strengthening of the Catholicism in Europe and through Charles' support for Arminian policies in England in the 1630s
- after 1646, division between the New Model and Parliament led to a more radical position by key millenarians, like Ireton and Harrison, and particularly led to the development of Fifth Monarchism and Bible Republicanism.

Students may argue that the policies of Charles I, and particularly the imposition of Laudianism, did provoke the development of religious radicalism from 1629 as Puritans and more moderate Calvinists reacted against what they saw as increasingly closet Catholicism. Furthermore, the resistance to these policies in Scotland, from 1633, and the collapse of Charles' authority, from 1637, allowed the development of further radicalism in England. Some may also stress that Charles' failure to seriously consider settlement from 1637 through to 1649 saw millenarians increasingly seize the initiative in 1642 and war gave the conditions for further radicalism once conflict was under way. Students could stress

that the war and experience of the New Model was responsible for the more rapid development and more radical religious groups emerging than Charles after 1642.