

AS
HISTORY
7041/1D

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

Mark scheme

June 2022

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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, ie 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 James' kingship in the years 1603 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:

- the overall interpretation of Extract A is that James was let down by personal failings as an undignified figure and lack of organisation which were rooted in his personality
- Extract A argues that James, despite his view of kingship and monarchy, was a success because he was able to pragmatically make a distinction between the theory of kingship and how to actually rule with the Political Nation. There were failures with some of his aims, for example the Union
- Extract A argues that a key failure of James' rule was the management of finances and this was rooted in his own personal extravagance.

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

- a number of examples can be deployed to illustrate James' poor financial management, whether the grants to favourites, the ante-supper or his own personal spending
- in supporting the argument about James' pragmatism with regard to the theory and reality of kingship, reference could be made to James' gradualist approach to the Union after 1606 or his speech of March 1610
- James' ambition for the Union and its failure could be set against his acceptance of a gradualist approach to the policy. James' failure in finance could be balanced by reference to the structural problems with Crown finances, the need for him to establish goodwill as a Scottish new king and also use his court positively as a point of contact. Reference could also be made to James' 'House of Hell' comment to his Privy Council in 1610 or his action in relation to the Commons' Protestation as an example of his firm belief in the divine right of kings having a negative impact on his working relationship with Parliament.

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

- the overall interpretation of Extract B is that while James had some flaws he was, overall, a political success as a ruler due to his skills in judging people
- Extract B argues that some of James' subjects found the contradictions between some of his statements and elements of his actual rule, particularly in relation to the concept of the Divine Right of Kings, confusing and this could be problematic
- James was able to assess situations and make rapid decisions, as well as being flexible.

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

- James' contradictions in his methods and some of his statements can be seen as creating suspicion on a number of occasions, for example, in relation to Impositions, the Great Contract or foreign policy after 1618
- James' judgement in relation to favourites could be seen as flawed, although some may balance this by pointing out that, while a source of political tension, Buckingham was a highly effective politician and administrator

- James bungled his managing of Parliament in relation to foreign policy in 1621 and had clearly misjudged the situation, although he was flexible enough to retrieve this in 1624.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that while Extract A is more negative, both present elements of a balanced view of James' strengths and weaknesses. However, some might comment that Extract A indicates more clearly the serious problems James' personality and approach to kingship created in various areas, whereas Extract B overstates his ability to judge individuals.

Section B

- 0 2** 'Foreign policy was the main reason for division between Crown and Parliament in the years 1618 to 1629.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments supporting the view that foreign policy was the main reason for division between Crown and Parliament in the years 1618 to 1629 might include:

- many of James' subjects as anti-Catholic Calvinists, but particularly a vocal Puritan minority, regarded the Thirty Years War that broke out in 1618 as an opportunity to defeat continental Catholicism. James' policy of *Rex Pacificus* merely further inflamed their opposition to the policy of the Crown and desire for war and thus created bitter political division
- many of James' subjects regarded Spain as England's traditional enemy and, combined with their anti-Catholicism, saw the outbreak of the Thirty Years War as the opportunity to restart hostilities that James had ended with the Treaty of London in 1604 in contrast to James' policy to 1624 of the Spanish Match. The political division created by anti-Spanish feeling can be seen, for example, in the printed attacks on James' relations with the Spanish Ambassador
- Charles' failures at Cadiz and then La Rochelle created political division over not only the failures of his foreign policy but the position he had given to Buckingham as Lord High Admiral to direct his foreign policy. Both the policy and Buckingham became sources of political division in and out of the parliaments in the years 1625 to 1628
- foreign policy for both James and Charles created political division in the parliaments of 1621 to 1622, 1624 and the three parliaments of 1625 to 1628, due to the financial demands of their foreign policy as well as the issues of prerogative and privilege. This can be seen in the Commons' Protestation of 1621, the Subsidy Act of 1624, the voting of subsidy in 1625 and the Petition of Right of 1628.

Arguments challenging the view that foreign policy was the main reason for division between Crown and Parliament in the years 1618 to 1629 might include:

- division in the period was also created by the development and the support of Arminianism by both James and Charles. This can be seen in relation to James' appointment of Lancelot Andrewes or the dispute over Montagu under Charles with Parliament's attempt to impeach Montagu
- division was also created by the Crown's exploitation of prerogative income and can be seen in disputes over monopolies in the parliaments of 1621 and 1624, tonnage and poundage in 1625 or the Forced Loan in 1626
- division under James was also created by his favouritism to Buckingham as well as the political positioning in the 1624 Parliament as Charles as heir worked with Parliament and Buckingham against James. In 1626–28 Parliament sought to impeach Buckingham
- Charles' style of rule, his surety in his own rectitude was a source of political tension and division. This came through his limited communication with the Political Nation or imposition of policies such as the Forced Loan, use of dissolution, response to the calls for the impeachments of Montagu and Buckingham, the manipulation of the Five Knights' Case of 1627, the use of Laud to preach the opening sermon to the Parliament of 1626 or his response to the Petition of Right of 1628 and his Declaration of March 1629 in response to the Three Resolutions

Foreign policy under both James and Charles was a source of political division. It raised issues of anti-Catholicism and anti-Spanish feeling that were ingrained in English attitudes since the 1530s and heightened during the wars under Elizabeth I. Foreign policy also caused division as it also raised questions about finance and the balance between prerogative and privilege. James' policy of *Rex Pacificus* and the Spanish Match was questioned and while Charles went to war his failure in war caused further political division. In the years 1618 to 1629 Crown-Parliament relations, finance and religion were also sources of political division in themselves. Stronger responses will indicate that it was the combination of factors that created most political division, that foreign policy was seen in the context

of religious questions or the approach to kingship by Charles I and that Charles' poor kingship, compared to James I, escalated the political division after 1625.

0 3 'The development of Puritan radicalism, in the years 1633 to 1649, was a reaction to the policies of Charles I.'

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 development of Puritan radicalism in the years 1633 to 1649 was a reaction to the policies of Charles I might include:

- the appointment of William Laud as Archbishop of Canterbury in 1633 accelerated the process of breaking the Jacobethan balance and imposing Arminian/Laudian policies
- Charles' policies, in Scotland particularly, led to a Puritan reaction leading to the Scottish rebellion in 1637
- Charles' imposition of Laudianism and punishment of opponents radicalised some moderate Puritans to take a more activist position
- Charles' failure to compromise and come to a settlement after 1646 led some Puritans to become more extreme millenarians or bible republicans.

Arguments challenging the view that the development of Puritan radicalism in the years 1633 to 1649 was a reaction to the policies of Charles I might include:

- Puritanism by its very nature could be seen as radical in the context of the majority of the population. More extreme Puritans were even more determined to seek a further reformation of the Church that would have been radical for any early modern monarch
- Puritans also became more radical in response to the development of Arminianism and in response to the apparent success of Catholicism in the European struggle
- Puritans were able to seize the initiative in the period 1637 to 1645 and in doing so had greater confidence to dismantle the church Charles established in the 1630s
- the development of Puritan radicalism was also a result of the collapse of Charles' authority and the forces unleashed by the civil war, including the experience of serving in Parliament's armies.

In a time of Personal Monarchy, the approach of Charles to religion was clearly important in shaping the development of Puritanism. In particular, his imposition of Laudianism broke the Jacobethan balance and forced moderate Puritans in to opposition to the Crown and thereby a more radical political position. Puritanism as a movement, however, also had its own dynamic and the breadth of those that could be classed as Puritans also meant that there were a range of responses to the religion and politics of the period. Those of more radical Puritan beliefs were already on spiritual journeys that led independently from Crown policy to emigrate to the greater freedom of the Netherlands or America, or more radical millenarian views. The breakdown of Charles' authority and civil war also led to the further development of Puritanism.