

AS

# History

Stuart Britain and the Crisis of Monarchy, 1603–1702

Component 1D Absolutism challenged: Britain, 1603–1649

Mark scheme

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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 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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**June 2017**

**Stuart Britain and the Crisis of Monarchy, 1603–1702**

**AS History Component 1D Absolutism challenged: Britain, 1603–1649**

**Section A**

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for the emergence of political and religious radicalism in the 1640s? **[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**

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**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 to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Walter’s argument, students may refer to the following:**

- Parliament’s actions encouraged popular radicalism in politics and religion
- contemporaries saw the 1640s as a decade where the old order collapsed and new radical groups emerged
- censorship allowed more freedom for expression of radicalism.

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

- iconoclasm was regarded by the elite in the early 1640s as a serious threat
- Parliamentary troops were the root of much radicalism
- the emergence of the Leveller movement was linked to the trends Walter outlines and, at the end of the decade, the politics of settlement and regicide.

**Extract B: In their identification of Anderson’s argument, students may refer to the following:**

- collapse of authority of church led to political and religious radicalism
- the nature of the war heightened radical ideas
- the war allowed radicalism to develop as it was more difficult to impose control
- the development of radical groups in London and the New Model further developed and supported radicalism.

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

- economic unrest did, as in other periods, generate political and social unrest and can be seen in the Leveller or Digger movements
- social dislocation, especially in the context of movement caused by war was a key reason for the development of radicalism and may be linked to the New Model
- the nature of Puritanism was also a root for some of the religious radicalism as seen through the development of millenarian groups.

In arriving at a judgement as to which extract provides the more convincing interpretation, students may conclude that both illustrate that at the source of the development of radicalism was the collapse of the previous order in both Church and state and that both were interrelated. Both comment on the role of the end of censorship and parliament’s armies but also touch upon different, and valid, other reasons. Extract A in making clear the active role in Parliament in

bringing about the legislative change that helped the development of radicalism has, it could be argued, a more convincing view of some of the range of factors and the implication that these other factors were helped by the actions of Parliament.

**Section B**

- 02** ‘The deterioration in relations between Crown and Parliament in the years 1604 to 1625 was due to James I’s views on the monarchy.’

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**

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**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 suggesting that the deterioration in relations between Crown and Parliament in the years 1604 to 1625 was due to James I's views on the monarchy might include:**

- James' belief in the Divine Right of Kings
- James' speeches and declarations to the Political Nation and Parliament indicted his views on monarchy, e.g. March 1610
- James' actions to assert his prerogative over Parliamentary privilege, e.g. reaction to the Protestation in 1621
- the tension between James and MPs at various points across all of his Parliaments on constitutional matters.

**Arguments challenging the view that the deterioration in relations between Crown and Parliament in the years 1604 to 1625 was due to James I's views on the monarchy might include:**

- James maintained a working relationship with Parliament throughout
- James' 1624 Parliament was more productive than that of 1621
- James also qualified most of his statements on the Divine Right or his prerogative
- other issues were also sources of tension between Crown and Parliament, e.g. finance, the Union, foreign policy.

James' views on monarchy were a source of tension in Crown-Parliament relations. Nevertheless, James managed to maintain, generally, a sound working relationship with the Political Nation. More practical issues were the root of dispute, even though there was always a constitutional aspect to them. It would also be valid for students to set James' relationship with Parliament in the context of the greater tension in the years 1625 to 1629 as part of any assessment on the extent of a breakdown.

**03** ‘Charles I’s religious policies in England in the 1630s were successful.’

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**



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**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 suggesting that Charles I's religious policies in England in the 1630s were successful might include:**

- Charles remodelled the Church in the direction he wished; he established legal precedents for his religious policies; control and conformity were achieved
- there was very little open opposition to religious policies in England; many of the general population of non-Puritans favoured the 'beauty of holiness' over the more stringent Puritan form of worship
- Reformation of church fabric was achieved and Laud made churches more dignified and orderly
- Puritan emigration can be considered as a success for Charles in removing potential opponents.

**Arguments challenging the view that Charles I's religious policies in England in the 1630s were successful might include:**

- Church policies created discontent, especially among Puritans
- emigration can be considered a form of opposition; specific examples such as the opposition of individuals, e.g. Prynne, Bastwick and Burton can be considered representative of broader discontent
- lack of open opposition masked a growing discontent until the end of the period
- breaking of Jacobethan balance was a concern for even moderate Anglicans like Hyde.

Charles' religious policies can be regarded as a success, certainly from his perspective, in that he achieved a key aim of conformity and order without provoking widespread or organised opposition. His regime, for some, appeared viable and at peace in England, at least until the Scottish rebellion of 1637. This is, however, to overlook that Charles' approach was likely, at some point to, lead to the development of the growing underlying discontent into a more serious threat to his authority.