

# AS History

7041/1D-Stuart Britain and the Crisis of Monarchy, 1603–1702

Component 1D Absolutism challenged: Britain, 1603–1649

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

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

### 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 court of Charles I? **[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.**

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 Kenyon’s argument, students may refer to the following:**

- the nature of Charles’ court isolated it from the political nation and people
- the culture of the court was seen as alien, Catholic and absolutist
- the various aspects of the culture of the court was constructed to convey a deliberate view of monarchy that Charles wanted to present.

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

- Charles did deliberately restructure the court to be the opposite of the open and disordered court of James to reflect his own character and hence the court did not operate as an effective point of contact with the political nation
- Charles deliberately employed art and masques to portray his view of the monarchy as seen in key works by van Dyck
- there was a limited audience for court culture and therefore the negative impact of it across the political nation could be questioned.

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

- the contemporary negative image of Charles’ court did not match the reality
- there was a range of opinions and religions at court
- the culture of the court was not exclusively Catholic or absolutist.

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

- the closed nature of the court made the perception of it as Catholic and absolutist more likely to be accepted by those, notably Puritans, who wanted to believe the rumours and gossip about the court
- there was a significant number of high profile Catholics and Arminians at the court which underpinned the beliefs of those outside that they were the dominant influence
- Van Dyck shaped artistic style in England through to the 1660s.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might argue that Extract B is more convincing as it has more balance in recognising the more varied reality of the court but accepting that the popular perception of it was negative.

**Section B**

- 02** 'The failure to reform was the most important reason for the financial weaknesses of the Crown in the years 1603 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 suggesting that the failure to reform was the most important reason for the financial weaknesses of the Crown in the years 1603 to 1629 might include:**

- structural weaknesses of the fiscal feudal system limited the finances of the Crown and their political independence from Parliament
- the failure of the Great Contract meant that the system of Crown finances continued
- the vested interest of the political nation through their influence in Parliament restricted the finances of the Crown
- system was unable to adapt to the pressure of inflation.

**Arguments challenging the view that the failure to reform was the most important reason for the financial weaknesses of the Crown in the years 1603 to 1629 might include:**

- James' extravagance made the finances of the Crown to 1625 weaker and was a reason why some of the political nation would not consider reform
- inflation from 1540 had a negative impact on Crown finances
- the vested interest of the political nation meant they were reluctant to grant subsidies and MPs used finance to influence the Crown
- the impact and cost of foreign policy, especially from 1621.

A failure to reform meant that the outdated system, increasingly under inflationary pressure, could not provide either monarch with the funds they needed, particularly in relation to foreign policy. As a result, both monarchs resorted to prerogative income which alienated MPs and made them even more concerned about the finances of the Crown and less willing to reform the system. James' extravagance and Charles' aggressive foreign policy made the structural weaknesses even worse by putting more pressure, financially and politically, on a system in need of reform.

- 03** 'Religious radicalism threatened the authority of Charles I in the years 1637 to 1649 more than political radicalism.'

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 suggesting that religious radicalism threatened the authority of Charles I in the years 1637 to 1649 more than political radicalism might include:**

- British Civil Wars triggered by rebellion of Scottish Presbyterian Covenanters as a religious revolt
- Irish Rebellion driven by religion and was key turning point in bringing civil war to England
- parliamentary activists in 1640–42 predominantly Puritans and millenarians
- revolution and regicide driven by millenarians in New Model.

**Arguments challenging the view that religious radicalism threatened the authority of Charles I in the years 1637 to 1649 more than political radicalism might include:**

- 1640, MPs united against Charles' policies from the Personal Rule, including fiscal feudalism. Saw Parliament as a means to redress grievances politically through removal of Star Chamber and Triennial Act
- Militia Bill, key prerogative questioned in 1641–42 due to lack of trust of Charles I and the organisation of an army under the authority of parliament also led, eventually, to Charles' military defeat and a further undermining of his authority
- development of political radicalism, 1642 to 1649, in Parliament, New Model and groups like the Levellers led to an undermining of the authority of Charles when considering settlement
- Charles I's own approach, 1640 to 1649, also undermined his authority and in reaction spurred on political and religious radicalism.

Charles' authority was undermined by his own actions between 1637 to 1649 in heightening radicalism and then further developing it by the way he responded to the opposition across the period. While the crisis of his rule 1637 to 1649 was driven to a large degree by religious radicalism it always also had a political dimension given the symbiotic relationship between politics and religion in the early modern period. Ultimately civil war and regicide as direct attacks on Charles' authority both had religious and political dimensions.