
A-level HISTORY 7042/1D

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

Mark scheme

June 2021

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, 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to James I's financial problems in the years 1603 to 1625.

[30 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:** 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 historical 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.

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 argument of the extract is that James' extravagance was the fundamental reason for his problems with finance in the years 1603 to 1625
- his spending was excessive and focused on his own personal gratification
- his spending marked a significant increase to the spending under Elizabeth I
- some corrective action was taken by Cecil and Cranfield but this could not overcome the costs that James continued to add.

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

- James' extravagance was clear in the expenditure on favourites such as Hay and Carr
- James' expenditure on the Court was necessarily higher than Elizabeth I as he had a family
- ministers before Cecil tried to limit James' extravagance, for example, the Archbishop of York in 1604
- Cecil did take action to try to limit James' extravagance. An example was the Book of Bounty. Cecil did take action to try to increase James' income. Key examples were the extension of Impositions and the new Book of Rates
- Cranfield did impose some control on finances but courtiers were still allowed to spend by James.

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

- the overall argument of the extract is that the financial problems were caused more by the structural problem with the system rather than by James' extravagance
- James' extravagance made the problems worse
- the long-term nature of the problem is shown by the immediate problems James faced thereby showing he wasn't the cause of the real problem
- Cecil managed the situation but the failure of the Great Contract meant that the problems would get worse. James avoided the additional costs of war after 1618.

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

- there had been no significant reform to the financial system that was rooted in fiscal feudalism
- James' spending adding to the problems of income and expenditure from an outdated system
- James was left a £400 000 debt by Elizabeth I
- Cecil's measures, in relation to the Book of Rates, did try to account for wider economic forces, such as inflation
- the Great Contract was an attempt at reform that showed the need for co-operation between Crown and Parliament. Avoiding war after 1618 brought a political cost in the parliaments of 1621 and 1624.

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

- the overall argument of the extract is that James' extravagance enabled some MPs to avoid the issue of tackling the structural problem
- the theory of 'live of his own' meant MPs denied responsibility
- MPs were aware that the solution was greater taxation at fairer assessment rates and this would impact most on their fellow members of the Political Nation
- James' ministers did help him manage the system to avoid complete collapse. James avoided the main pressure on Crown finances, war, until his death in 1625.

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

- the MPs, as part of the Political Nation, had a vested interest in avoiding reforming a system in which they did not contribute through taxation in proportion to their wealth
- criticism of James' extravagance came more from those members of the Political Nation that did not benefit from his largesse
- 1604 Treaty of London was predominantly for James and his ministers a financial decision
- MPs like Wentworth focused criticism on prominent examples of court excesses
- 1621 and 1624 Parliaments saw a focus on financial issues like Monopolies.

Section B

- 0 2** To what extent was Charles I's character and views the main reason for his failures as king in the years 1625 to 1646?

[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 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.

Arguments supporting the view that Charles I's character and views was the main reason for his failures as king in the years 1625 to 1646 might include:

- Charles I's character and views were, in a time of Personal Monarchy, key in shaping his approach to kingship and were due to his inferiority complex based on his relationship with his father, his physical shortcomings and his early reliance on Buckingham. As a result, Charles I was determined to impose his prerogative throughout his reign
- Charles I's character shaped his view of monarchy, specifically his concept of the divine right of kings. This led him to see any form of criticism as sedition and also unprepared to communicate or use the various points of contact to engage with the Political Nation
- Charles I's character and views led him to support and enforce his religious policies. For example, his support and promotion of Montagu in the face of parliamentary calls for his impeachment undermined his relationship with his 1625 Parliament that was further damaged by the York House Conference of 1626 when Charles refused to engage with the Political Nation
- Charles I's favour and promotion of Laud further indicated to the Political Nation his determination to impose his authority and move away from the moderate Calvinism of the majority of the Political Nation and the imposition of this, from 1625 to 1640, was based on his view of monarchy rooted in his character
- Charles I's character made him a poor war leader during the years 1642 to 1646. For example, would not accept advice, played his courtiers off against each other and did not inspire trust.

Arguments challenging the view that Charles I's character and views was the main reason for his failure as king in the years 1625 to 1646 might include:

- any monarch would have struggled with the problems the early modern monarchy faced in finance, foreign policy and religion in the years 1625 to 1646
- parliamentary radicals, in the years 1625 to 1629 and 1640 to 1642, were determined to seize the political initiative as seen in the Three Resolutions or Grand Remonstrance
- Puritans, in the years 1625 to 1646, represented a determined and organised opposition grouping who aimed for a second reformation
- the multiple-kingdoms made the task faced by Charles I even more problematic
- Charles I's defeat in the first civil war was due more to limited resources, especially Parliament's control of London, than his failings as a war leader.

With an unwritten constitution and in a time of Personal Monarchy, it was the character and views of the monarch that did most to shape the relationship between Crown and Political Nation. Charles I was unsuited to the pragmatism needed to manage the fundamental problems with finance and religion that he faced in 1625. It was Charles' style of rule and determination to impose Arminianism across the three kingdoms that saw a real deterioration in his relationship with many in the Political Nation and this approach was rooted in a personality and consequent view of kingship based on his inferiority complex. While there were parliamentarians and puritans determined to shape policy to their own agenda they were a minority, but Charles' policies and manner of ruling made them more representative of an alienated Political Nation through his reign.

- 0 3** 'Charles II's successes, in the years 1660 to 1681, were due to his own political skills rather than the work of his ministers.'

Assess the validity of 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 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.

Arguments supporting the view that Charles II's successes, in the years 1660 to 1681, were due to his own political skills rather than the work of his ministers might include:

- Charles II's pragmatic approach to the immediate issues of the Restoration allowed him to work with Parliament to deal with issues like the New Model Army, the financial settlement, religious settlement, constitution and Indemnity
- Charles was ruthless in sacrificing his ministers, for example, Clarendon in 1667, or realising change was needed, for example, in 1673 with the Test Act and the fall of the Cabal
- Charles II's open approach to his court allowed it to function as a 'point of contact' with the Political Nation and thus enabled them to feel engaged with the Crown
- Charles was willing to accept his continuing need to work with Parliament, specifically in relation to finance or when they opposed his religious policies, as shown by his acceptance of the Test Act in the context of the 1672 Stop the Exchequer or his deployment of Danby. This may also be set, however, in relation to Charles' negotiation of the Secret Treaty of Dover with Louis XIV and the securing of funds to make it easier for him to manage without Parliaments
- Charles managed the issues arising from the Exclusion Crisis with particular skill, using his prerogative and compromise when appropriate to lessen parliamentary and popular pressure.

Arguments challenging the view that Charles II's successes, in the years 1660 to 1681, were due to his own political skills rather than the work of his ministers might include:

- Clarendon was key in providing the stability needed in the first seven years of Charles' reign to establish a working relationship with the Political Nation and manage a way through the immediate challenges posed by the legacy of the Interregnum
- the Cabal enabled Charles to manage the difficulties of finance, foreign policy and religion in the years 1667 to 1673
- Danby successfully strengthened the financial position of Charles II and shaped a more favourable message for Parliament of Crown foreign policy
- the avoidance of significant reform by Charles' ministers avoided potential clashes over the structural limitations of the early modern state with the Political Nation
- the Political Nation's goodwill in the immediate years of the Restoration was also a significant factor in allowing the re-imposition of monarchy and thus allowed ministers to establish the Restoration Settlement.

Charles II, when he was focused, could be a skilled political operator. With his main priority to 'not go on his travels again', Charles roused himself at times of political crisis to deal effectively with threats to his rule through using his prerogative but also by being willing to compromise. That these crises arose was, to a degree, due to his lack of direction and failure of his ministers. His ministers also managed the difficult issues of finance, religion, foreign policy and parliaments with some success. Ultimately, however, Charles as monarch in a time of Personal monarchy was at the heart of the successes of his rule rather than the ministers who merely served at his pleasure.

- 0 4** In the years 1681 to 1702, how far did power shift from the Crown to the Political Nation?
[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 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.

Arguments supporting the view that in the years 1681 to 1702, power shifted from the Crown to the Political Nation might include:

- in the years 1681 to 1685, Charles II had to stick to the agenda of the Tory Anglicans and therefore, this key grouping in the Political Nation had more control
- the Glorious Revolution of 1688 can be seen as the Political Nation asserting their authority against the monarchy of James II and removing him
- the Political Nation were able to institutionalise their influence in the years 1688 to 1702 through Parliament sitting as part of the Financial Revolution
- constitutional change, such as the Toleration Act, the Bill of Rights or the Act of Settlement, in the years 1688 to 1702, placed real legal limits on the prerogative of the Crown
- the development of the fiscal-military state enhanced the power of the Political Nation at the expense of the Crown, as seen with the Junto Whigs or institutions like the Bank of England.

Arguments challenging the view in the years 1681 to 1702, power shifted from the Crown to the Political Nation might include:

- Charles II did not have to call a Parliament in the years 1681 to 1685 and therefore had more freedom from the Political Nation
- James II was able to rule in the years 1685 to 1688 with a standing army, enhanced finances and appoint a range of Catholics to important positions in the state
- after the Glorious Revolution of 1688, William III accepted a change in the powers of monarchy as the price for financing his wars and from his different constitutional perspective as Stadtholder of the Netherlands
- William III still held a range of prerogative powers that enabled him to shape his government and policies
- William III, as head of a more powerful state, was actually a stronger monarch than either Charles II or James II.

While he did not have to call a Parliament after 1681, when Charles II had defeated the Exclusion Crisis, it was at the price of having to accept the agenda of the Tory Anglicans. The conservatism of the Political Nation allowed James II to advance the position of Catholics without serious open opposition but the intervention of the elite in the face of a possible Catholic succession illustrated that they held real power. The constitutional and financial developments after 1688 did shift the balance of power more to the Political Nation through the institutionalisation of Parliament but William III accepted this as he benefited from being head of the fiscal-military state that emerged.