



AS HISTORY 7041/1D

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

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 social change in the years 1603 to 1640?
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[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 interpretations/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 there were the beginnings of changes to the social basis of power
- economic change was driving change and was undermining the established social order recognised and feared by some contemporaries
- part of this change to the social order was the development of a 'middle sort'.

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

- land ownership still remained the basis of political and social power and can be seen in aristocracy, still seen at the top of the hierarchy of power, and continuing influence of the House of Lords or appointment to the Privy Council of the aristocracy
- land ownership can still be seen as significant as merchants or lawyers usually purchased land and sought titles to cement social status with the wealth they had accrued. Lionel Cranfield, as a successful merchant, was able to become the Earl of Middlesex
- the development of trade and industry, especially in London, had led to a new 'middle sort' and there were other examples in urban centres reflected in examples of civic culture, for example, York or Norwich.

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

- the overall interpretation of Extract B is that the middle of society became much more significant in this period at the expense of those at the top and those at the bottom
- those at the top of society lost out due to inflation impacting on their landed income
- those at the bottom of society lost out due to population expansion and higher food prices.

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

- Extract B does not take enough account of those at the top of society who diversified their wealth and income
- real power was still wielded by an elite within the social order through their titles or connections at court
- not all in the middle of society benefited, not all merchants or lawyers were successful.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that both interpretations reflect that there was change but that Extract A places stress on the elite still holding political power through their continuing economic and social power based on land, whereas Extract B argues that the change was more significant with the emergence of the 'middling sort'. This difference could be commented on in relation to Extract A arguing that there was the beginning of change, whereas Extract B sees the 'middling sort' consolidating their position. Students could argue that Extract B is an overstated argument focusing on the 'middling sort', whereas Extract A presents a broader picture of the Political Nation in the years to 1640.

Section B

0	2	'James I managed his parliaments successfully in the years 1604 to 1625.' Explain why you agree or disagree with this view.
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[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 James I managed his parliaments successfully in the years 1604 to 1625 might include:

- James was pragmatic enough to understand the need to be politically flexible when dealing with the ambiguous balance of his prerogative and parliamentary privilege within an unwritten constitution
- James' open and gregarious approach allowed him to appreciate the importance of points of contact with the Political Nation in the functioning of the Crown-Parliament relationship. His reference to the Commons as a 'House of Hell' was made only to his Councillors
- James' willingness to compromise on the theory of divine right can be seen in his speech of March 1610 and this resulted from his security about his own authority and position as monarch
- James' intellectual depth allowed him to have an appreciation of the art of the possible as shown by his acceptance of a gradualist approach to Union or his ability to play a role as seen with his staged response to the 1621 Protestation.

Arguments challenging the view that James I managed his parliaments successfully in the years 1604 to 1625 might include:

- Parliament and the Political Nation also sought consensus as seen over the Apology and Satisfaction and thus they also contributed to the success of the parliaments
- parliaments up to 1621 were relatively successful due to other factors, such as the relative strength of his financial position from the management of Cecil and exploitation of prerogative income rather than just James' management
- James' dissolution of the 1604–11, 1614 and 1621 Parliament show there were problems in the relationship and some may reference James as a cause of these through examples, such as James' relationship with favourites or other aspects of his character reflected in the court
- there were clashes over practical issues and some of these were rooted in different constitutional interpretations as shown by Impositions, Union or foreign policy in the 3rd Parliament (1621–22) and the 4th Parliament (1624–25).

In a time of Personal Monarchy, the character and views of the monarch did much to shape the relationship with Parliament. As an experienced king and with able ministers, James' pragmatism was at the root of his appreciation of the need to work with Parliament that made them successful at times. This is shown by his speech of 1610 and movement in the 1624 Parliament. James' success also stands out when contrasted with the early parliaments of Charles I. Nevertheless, James' failure to achieve his Union, the clashes over foreign policy after 1621, or the continuous divisions over finance can all be referenced as problems between James I and his Parliaments.

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'Opposition to Charles I, in the years 1625 to 1640, was due to the King's views on 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**

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 opposition to Charles I, in the years 1625 to 1640, was due to the King's views on monarchy might include:

- Charles had a rigid belief in Divine Right and from this was very defensive of his prerogative. This can be seen in his protection of Montagu and Buckingham in the 1620s, his court culture through the whole period, or his use of prerogative courts throughout the 1630s
- Charles' imposition of Laudianism through the episcopacy was rooted in his view of kingship, across the period 1625 to 1640
- Charles' view of monarchy meant he did not actively use the points of contact with the Political Nation and this was also reflected in the nature of court culture during the Personal Rule after 1629
- Charles' views on monarchy meant he sought conformity and was determined to impose policies with the consequence that they provoked dissent, illustrated by the Forced Loan in 1626, Ship Money in 1635 or the 'beauty of holiness' throughout the 1630s which provoked opposition such as the Scottish Rebellion as well as from Puritans in England.

Arguments challenging the view that opposition to Charles I, in the years 1625 to 1640, was due to the King's views on monarchy might include:

- Parliament opposed Charles' authority at various points to 1629, as can be seen with tonnage and poundage, Montagu, Buckingham, the Petition of Right or the Three Resolutions
- opposition from Puritan gentry and peers to Charles I derived from their predisposition to undermine the authority of any monarch who did not share their agenda of looking for a second reformation
- the Thirty Years War heightened the structural pressures on the early modern state, especially finance, and this led to questioning of the approach of Charles I to foreign policy but also the associated costs
- opposition also came from the constitutional pressures of some in the Political Nation such as Selden, Warwick or Pym questioning Charles' approach in Parliament and his policies during the Personal Rule.

Charles' views on monarchy were a factor in creating opposition from the Political Nation as they heightened a fear of absolutism. Yet this was in the context of the European war and the lack of financial reform to the early modern state that made monarchs over-reliant on prerogative income. The reaction of Puritans to the emergence of Arminianism also added a further element of tension to the relationship between Crown and Political Nation.