



**General Certificate of Education
June 2013**

A2 History 2041

HIS3D

Unit 3D

**British Monarchy: the Crisis of the State,
1642–1689**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

June 2013

A2 Unit 3: The State and the People: Change and Continuity

HIS3D: British Monarchy: the Crisis of the State, 1642–1689

Question 1

- 01** 'Cromwell's foreign policy failed because it was too ambitious.'
Assess the validity of this view with reference to Cromwell's foreign policy in the years 1653 to 1658. (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

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 will need to assess/identify and evaluate/explain how ambition was a reason for the failure of Cromwell's foreign policy and balance this against other reasons for the failure. They may also comment on Cromwell's successes. In doing so they then may come to an overall judgement on the success, or not, of Cromwell's foreign policy.

Students may refer to some of the following material in support of ambition as a reason for failure:

- the Western Design: triggered by the ambition of Cromwell's anti-Catholicism. Some may also consider this ambition because of Cromwell being influenced by concepts of the Elizabethan anti-Spanish era.

Nevertheless, there are a number of other factors to consider:

- practical limits of Cromwell's influence within Europe, e.g. Vaudois Massacre, indicates failure to impose his will
- need to make peace with the Dutch, partly due to economic concerns
- limits to Cromwell's foreign policy ambitions, most policies pragmatic
- longer term establishment of Jamaica from the Western Design as a success
- practical reasons for the failure of the Western Design. Poor planning on Cromwell's part, particularly in terms of the commanders and men selected.

Furthermore, students may refer to:

- success of French policy. France's desire for an alliance
- success of Baltic policy, particularly seen in the context of the 1658 Treaty of Roskilde
- use of naval power, could be seen as a forerunner of Britain's later world role. Naval power was clearly used in the Baltic, although some may judge it as a failure in the context of the Western Design. Some may also argue that it was the Rump that set up 'Cromwell's navy'.

In conclusion, students may refer to:

- when Cromwell allowed his religious impulses and generational attitude to shape policy towards Spain it led to failure
- the Western Design was however the only serious failure for Cromwell – his relations with France and the Dutch were successful in general
- Cromwell's policy could be judged a real success in comparison with that of Charles II. Some students may include examples of Charles's failures against the Dutch and reliance on Louis XIV's money to provide broader context by which to judge Cromwell's foreign policy.

Credit may also be given for students who comment on Cromwell's position in Ireland and Scotland although this should not be extensive.

Credit may also be given for students who comment on the domestic, political and economic problems created by Cromwell's foreign policy, in particular how the failure of the Western Design was part of the move to the Major-Generals. Again this should not be extensive.

Question 2

- 02** To what extent was the weakening of royal authority in the years 1667 to 1678 due to the king's own ministers? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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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.

Students will need to assess/identify and evaluate/explain how Charles's position was undermined by his ministers and balance this against other factors that were problematic for Charles's authority. They may also identify the strengths of Charles's position.

Students may refer to some of the following material in support of the role of ministers in undermining Charles's authority:

- the Cabal – the lack of coherent administration from a diverse group of ministers
- the role of Danby, who became a symbol of the fear of absolutism for some MPs.

Nevertheless, there are a number of other factors to consider:

- Charles's own actions in not providing coherence to any administration
- the role of Parliament, their manipulation of finance for political ends, e.g. Test Act
- foreign policy failure, especially against the Dutch, and Charles could also be seen as a puppet of Louis XIV
- Charles's financial problems, made worse by his unwillingness to retrench.

Furthermore, students may consider:

- how Charles used the Cabal to strengthen his own authority through 'divide and rule'
- the role of Danby in strengthening Charles's position through manipulation of Parliament.

In conclusion, students may argue that:

- no ascendancy for an individual after Clarendon – own policies
- ministers did on occasion undermine Charles's position
- in general Charles used his ministers effectively and his primary aim was to remain in power, even if this meant sacrificing his ministers, e.g. Danby
- other factors were more problematic for Charles, especially the limits of his financial position
- saw off Exclusion and ruled without Parliament from 1681
- changed situation for the Crown after 1660 given settlement and the continuation of remedial legislation, 1640–1641.

Question 3

- 03** How successfully did the rulers of England deal with religious divisions in the years 1649 to 1688? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- Nothing written worthy of credit. **0**
- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**
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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.

Students may refer to some of the following material in support of England's rulers dealing with religious division in the years 1649 to 1688:

1649–1653: the Rump Parliament managed to maintain control despite the explosion of religious radical groups. One example students may refer to is the Ranter threat which, whether scurrilous newspaper fiction or an imagined fear of the gentry, did lead to the Blasphemy Act of 1650. Others may refer to the 1650 Toleration Act as a successful broadening of the legal religious position.

1653–1658: the establishment under the Protectorate of what in essence was a national church through the Triers and Ejectors may be seen as successfully bringing some stability to religious affairs after the turmoil of the revolution. The Instrument of Government formalised a broad toleration that many radicals had called for. Others may refer to the more conservative stance taken in the 1657 Humble Petition and Advice as welcomed by more of the political nation. Some may even refer the position of Catholic attempts, such as the Blackloists, to come to terms with the Protectorate and even Cromwell's own allowing of individual Catholics liberty of conscience, if not toleration.

1660–1673: the general acceptance, indeed desire, of the political nation for the establishment of a retreat to a more narrow Anglican church saw religious stability successfully, in general, imposed by the Cavalier Parliament through the Clarendon Code which included measures such as the Corporation Act of 1661, the Act of Uniformity of 1662, the Conventicle Act of 1664 or the 1665 Five Mile Act. Furthermore the 1670 Conventicle Act consolidated the religious position of the traditional gentry and can be portrayed as a politically successful compromise by Charles with the key holders of power across the localities. This could be reinforced by the Test Act.

1673–1685: could be seen as successful in the sense of Charles's ability to defeat Exclusion and the increasing dominance of the Tory Anglican gentry enabling Charles to emerge as a stronger monarch. The monarch and the Tory gentry could be seen to have overcome the Whigs and Dissenters.

1685–1688: James initially could be seen as successful for despite being a Catholic the initial attempts by him to broaden the church and give more freedom to Catholics could be seen as successful and thus managing key divisions.

Some students may point out that 1660 was a turning point in terms of the attitudes of Dissenters, particularly the Quakers and Puritans. Their experience of defeat saw them adopt a more pacifist internalised faith that caused less overt threat for rulers. Added to this the development of latitudinarianism meant divisions were less heated.

Students should, however, balance their examples of success with illustration of how religious division still proved problematic throughout the period for the rulers of England:

1649–1660: this could be seen as the key period of religious division due to the explosion of religious radicalism. Students may refer to such groups as the Muggletonians or, in particular,

the Quaker threat. James Nayler may be used as a specific example or other notable cause celebre such as Thomas Tany or John Biddle.

1660–1678: the imposition of a more restricted church can also be assessed as exacerbated religious division by alienating relative moderates such as Presbyterians. Tension between Anglicans and Dissenters remained a source of political problems for rulers.

1678–1688: Exclusion can be seen as a result of religious divisions, notably the rabid anti-Catholicism of much of the nation and in turn the Glorious Revolution can be explained as the natural outcome of the continuity of concerns about Catholicism across the century.