

Mark Scheme

History Alternative 0 Units 2 and 5 (Subject Code 5041/6041)

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners****A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

Alternative O: Britain, 1603-1714**AS Unit 2: James I and the Making of the Stuart Monarchy, 1603-1625****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly what is meant by “his favourite” in the context of domestic politics in the reign of James I. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. the person most closely linked to the king. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. through their personal link with James the person, such as Buckingham, who wielded enormous political and financial influence **2-3**

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the influence Parliament had over foreign policy in the years 1621 to 1624? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. the source shows that Parliament felt they had a right to be involved in foreign policy. **1-2**
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. Parliament states that they have an ‘undoubted’ right to debate foreign policy and have the ‘freedom of speech’ to do so. They state this in 1621 in response to James’s Spanish Match policy. The fact that they had to issue this document indicates the limits of their influence. Use of own knowledge to state that as James ripped the document from the Commons Journal and dissolved Parliament the Protestation would indicate that they had little real influence. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. document limited to 1621. The document was in response to a statement by James telling MPs not to discuss his foreign policy and after they had petitioned against his policy. Finance was the real issue that gave Parliament influence over foreign policy, not their ‘perceived’ rights.

6-7

- (c) Use **Sources A, B and C** and your own knowledge.

“Only foreign policy issues created serious opposition to the Crown during the Third (1621–1622) and Fourth (1624) Parliaments of King James.”

Explain why you agree or disagree with this statement.

(15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the Sources

Source A can be used to illustrate that there was tension between Parliament and the Crown over foreign policy but also indicates the role of Charles and Buckingham. In terms of 'opposition', use of the phrases 'pressure' and 'clamour of war' could direct comment.

Source B can be used to state that Parliament clearly presented its case to James and that foreign policy issues had underlying constitutional implications.

Source C is a direct response by James to Commons interference, specifically the Subsidy Act. However, it does also indicate areas of compromise between the Crown and Parliament.

Own Knowledge

Candidates should briefly provide some context in terms of explaining James's policy and why Parliament opposed it. From this some consideration of what Parliament did could lead to direct comment about the idea of opposition. Particular reference to the Commons Petition of 3 December 1621, the Protestation in Source B and the Subsidy Act would help candidates precisely illustrate their arguments and would be indicative of Level 3 and above answers.

At the top of Level 3 and above candidates should indicate how foreign policy issues were linked with the questions of finance and the constitution. They might point out that these were indeed the more fundamental areas of division between the crown and parliament which could create 'serious opposition'. Again at this level reference to faction, the role of Charles and Buckingham will be referred to in qualifying the idea of parliamentary opposition. At Levels 4 and 5 candidates may show an understanding of the generally harmonious nature of the relationship at a constitutional level. Despite concern over his foreign policy, there was no 'serious opposition' to the crown.

Question 2

- (a) Comment on "God's lieutenant" in the context of ideas about the authority of James as king. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. James was king by divine right. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. as God's representative on earth James had, theoretically, absolute authority. To oppose the king was a sin as well as a crime and as such James's position as Supreme Governor and his other powers were strengthened. **2-3**

- (b) Explain why James believed his authority as king was under threat during his reign.
(7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. Parliament's desire for the end to impositions, opposition to the Union, or Parliament's call for an aggressive foreign policy. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. how calls for the end of impositions or a different foreign policy were matters touching upon the distinction between prerogative and privilege. Some candidates might refer to examples of more clearly defined issues of the 'constitution', such as the Apology and Satisfaction of 1604 or the Protestation of 1621. Others may even use examples outside of Parliament like the Millenary Petition to suggest that James could believe that there was a threat to his prerogative. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. James's belief that his prerogative was under threat may come from the context of James's own emphasis on his powers and thus defensive position. The examples at this level will have clear statements with regard to how disputes impacted on the nature of royal prerogative. As such the examples are more likely to focus around the issues within Parliament such as impeachment, the Protestation or the Subsidy Act. However, others may comment on the role of Buckingham and Charles. **6-7**

- (c) Explain the importance of the royal prerogative, in relation to other factors, in explaining James's success in maintaining his authority as king during his reign.
(15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should outline the issues that led to tension over the royal prerogative and problems for James's authority. A range of examples can be used, such as, in the First Parliament, the Buckinghamshire Election, Impositions, Union and the Great Contract. In the Second Parliament, Impositions. Reference to monopolies, foreign policy and finance may be used in relation to the Third and Fourth Parliaments. Candidates can also consider issues such as religion outside Parliament. A valid line of argument could be through a consideration of how James dealt with the threat of Catholics and Puritans.

However, for the top of Level 3 and above, there should be some comment on examples in relation to their constitutional nature and how James's authority was affected. As such the fundamental tension between Crown and Parliament came not from the immediate issue but the underlying constitutional dimension. For example MPs opposed the Union on nationalistic and financial lines, but concern over the constitutional implications was more serious.

More clearly outlined in answers at Level 4 and above will be how James maintained his authority and specifically the role of his prerogative in this. Some candidates at this level will point out that after initial clashes there were elements of compromise in, for example, the Buckinghamshire Election dispute and in the early negotiations of the Great Contract. Some might make good use of James's key speech to Parliament from March 1610 in which he outlined his absolute prerogative powers before qualifying how he was limited by law and his duties. However, it could also be pointed out that James's refusal to give up Impositions, based on his royal prerogative, ended the Great Contract and the First Parliament. There is also much room for comment on James's response to the Protestation and the Subsidy Act in the later period, where by once more using his prerogative it could be argued that James maintained his authority.

Question 3

- (a) Comment on "parliamentary supply" in the context of the sources of income available to James I. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. money from parliament. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. subsidy, taxation could only be voted for by Parliament and was a big source of income for James but was only expected to be granted in emergencies, otherwise the king had to 'live off his own'. Some may comment on how the subsidy had not been brought in line with inflation. Some may

refer to non-parliamentary sources of income and differentiate between the Ordinary and Extraordinary sources of income. **2-3**

- (b) Explain why the sources of non-parliamentary income were not sufficient to meet James's needs. **(7 marks)**

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. the sale of crown lands. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the sale of crown lands, but this lost rental income and was a short term policy; rents were obtained from crown lands but most were on long leases and thus not updated with inflation. Other examples might include wardship, the selling of honours, impositions, monopolies etc. Wider reference to financial problems is applicable. **3-5**

- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. statement that these sources of income were based on the authority of James's prerogative and some might comment that they provoked constitutional concerns or that the amount raised was limited. Or, for example, Impositions, based on the judgement in Bate's Case was a serious issue in the First and Second Parliament, but James's reluctance to give them up was due to the fact that they were in line with inflation and were raising approximately £70 000 a year, the equivalent to a parliamentary subsidy. Candidates may also make the general comment that Parliament remained the most substantial and effective source of money through the subsidy, as was clear in relation to conducting foreign policy in the 1621 and 1624 Parliaments. Some may comment on their effectiveness in relation to their impact on the economy or their political cost. **6-7**

- (c) Explain the importance of finance, in relation to other factors, in explaining the difficulties faced by James I with the Parliaments of 1604–1611 and 1614. **(15 marks)**

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should indicate clearly how finance caused difficulties for James with his Parliament. This can be addressed by reference to James's extravagance, his reliance on prerogative income, specifically impositions which was the main issue in both Parliaments, and the Great Contract. Both Parliaments should be at least partially addressed for Level 3. At the top of this level and above candidates should also link finance with the other factors that caused problems, such as the Buckinghamshire Election, Shirley's Case and Union, and comment on the underlying constitutional nature of the finance issues.

Alternative O: Britain, 1603-1714**A2 Unit 5: Monarchy Challenged, Rejected, Restored and Restrained, 1625-1714****Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do **Sources A** and **B** agree in their view of the reasons for Restoration? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Source B outlines the role of Monck whereas Source A believes the gentry brought about the Restoration. There are different statements about the popularity of the monarchy. Both agree that a negative reaction led to the Restoration. Source B has reference to the potential threat of Quakerism. Both agree that the monarchy was brought back as a way to gain stability, Source A stressing the class interests of the traditional gentry, whereas the focus of Source B is more as a way of contriving the religious and political threat of the English New Model. Some may point to Monck as a personification of this. On the surface they are quite different, with the focus of Source A being on the reaction of self-interested class whereas Source B outlines the more immediate details, indicating the internal collapse of the regime and the crucial split in the army – English against Scottish New Model.

- (b) Use **Sources A, B and C** and your own knowledge.

“The Restoration was a reaction to the collapse of political and religious authority after the death of Oliver Cromwell.”

How valid is this assessment of why the monarchy was restored in 1660? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the Sources:

Both Sources A and B can be used to illustrate the Restoration as a negative process, although within Source B some use of the comment ‘a genuine groundswell of enthusiasm for monarchy’ might be seized upon. Some candidates might also use Source B to comment on the Quaker threat or the importance of the actions of Monck.

Source C can be used to indicate why there was so little support for Lambert against Monck as his victory would most likely entail a new revolution. It might also indicate to candidates the importance of the personal clash between Lambert and Monck that decided the direction of affairs in 1659 as well as how isolated the military party in England had become.

Own Knowledge:

From the sources candidates will have a direct lead into the idea of the Restoration as a reaction to the political and religious radicalism of the period 1658–1660, in particular the references to military dictatorship and Committee of Safety in Source B as well as the Quakers in Sources B and C. As such there should be a reasonable overview of the failure of republican rule in the years after Cromwell's death with increasing comment about why it failed. At Level 4 and above, some may even question the nature of the collapse, using the positive signs from the beginning of the rule of Richard Cromwell to indicate that the real failure came in 1659.

However, at the top of Level 3 and above candidates should be more direct in explaining the split in the republican/military parties that weakened post-Cromwell regimes and Monck's motivation within this. Explanation of why the Quaker threat was so important, other factors such as the economic collapse will become increasingly apparent. There should be at least some reference to Charles II or royalism, although by Level 4 there will be more precise reference to what Charles II did, specifically the Declaration of Breda and allowing himself to be portrayed as the upholder of the 'ancient constitution' and therefore a guarantee of political and religious stability.

Section B

Questions 2-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

“It was the provocative financial and foreign policies of Charles I that led to the breakdown of the relationship between Crown and Parliament in the years 1625–1629.”

How valid is this assessment? *(20 marks)*

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

At Level 3 candidates should address both financial and foreign policies. These should be used to illustrate the problems in the relationship between Crown and Parliament. Candidates will increasingly indicate the inter-relation between these factors but also the role of both Buckingham and Charles, as well as parliamentary radicals. At Level 5 this may include comment that it was more Charles’ style of kingship rather than his policies that was at the root of the problems in his relationship with Parliament.

Reference will probably be made to such details as; Cadiz, La Rochelle, Henrietta-Maria, Montagu, Buckingham, Forced Loan, First Knights’ Case, Petition of Right and Three Resolutions.

Question 3

“Wentworth undermined Charles I’s authority more than he supported it.”

Assess the validity of this view with reference to Wentworth’s role in political and religious affairs in the years 1625–1641. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

A consideration of Wentworth’s actions and how they extended on enforced royal power, as well as how they led to resentment and a questioning of royal authority, should be the basis of most approaches. At Level 3 and above candidates should start to address the period in more defined sections, 1625–1628; 1628–1633; 1633–1640 and 1641 to bring out more comment in relation to the question. For example, in the period before 1628 Wentworth as President of the Council of the North and as Lord Deputy of Ireland can then be considered before some focus on the context of the crisis leading to civil war and Wentworth’s trial. At Level 4 and above there should be some comment about Wentworth and his relationship with Charles in terms of a ‘royal policy’, or even in the context of Laud and ‘Thorough’. At Level 4 there may be some comment about ‘intention’. While Wentworth was more directly questioning Charles’s authority in the period 1625–1628, his action as Charles’s councillor thereafter might also have had the unintentional affect of undermining the monarch’s authority.

Question 4

To what extent were the actions of Charles I, in the years 1647–1649, more important than the New Model Army in bringing about his execution? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

At Level 3 candidates will be expected to have addressed the three stated factors in the context of how they led to the regicide. The top of Level 3 and above this will become more sophisticated and detailed, as well as including comment on the nature of the religious and political framework within which the New Model Army’s politicisation took place and the impact Charles’s actions had, particularly on the grandees. In commenting on these themes there should be reference to the basic narrative of the failure of settlement that drove the army to become more radical over the period, i.e. alienation by the Political Presbyterians but particularly in terms of the regicide and the actions of Charles I. At Level 4 and above there

should be some distinction made in terms of the changed position of the army, from the Heads of Proposals to viewing Charles as ‘that man of blood’ as a consequence of the Second Civil War. Even then, however, some candidates at Levels 4 and 5 will point out how much it still took to force Ireton and Cromwell to accept Pride’s Purge and the subsequent trial of the King. Some may even argue it was only the king’s actions at the trial that left the army leadership with no other real option other than regicide which their political and religious outlook, which was fundamentally inter-linked, could by that stage allow them to justify as God’s providence. At this level some may begin to focus on the ‘regicide’ not as the removal of monarchy but of a particular monarch.

Question 5

“Cromwell’s failure to achieve a settlement as Lord Protector was due more to his religious than to his political policies.”

How valid is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should show how Cromwell’s religious views and policies over the period 1653–1658 hampered political stability. Most will point out the apparent contradiction between his religious radicalism and relative political conservatism and how his desire for ‘toleration’ and ‘reformation’ was not acceptable to the traditional gentry or even elements of the Cromwellian coalition. This could be illustrated through reference to the framework of the Instrument, the Triers and Ejectors, the cases of Biddle and Nayler, or the instructions of the Major-Generals.

However, for Level 3 and above there should be some consideration of other factors that hampered Cromwell from achieving political stability, e.g. the revolutionary context, the divisions of the Cromwellian alliance, financial problems or the essential military nature of his rule. Some, however, may comment that the years 1653–1658 in the context of the period 1649–1660 were ones of relative political stability.

Question 6

To what extent were England's interests better served by the foreign policy of Cromwell (1653–1658) than that of Charles II (1660–1685)? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There should be a review of the foreign policies of both periods, although this does not have to be evenly balanced. This will be set in some form of 'success' context in most answers.

Foreign Policy Examples:

- Charles II – Navigation Act; sale of Dunkirk; Dutch War; Dover Treaty and French Treaties.
- Cromwell – end of Dutch War (1654); Western Design (1654–1655); war with Spain in Europe – Cadiz, Santa Cruz, Flanders, Mardyke, Battle of the Dunes, Jamaica; Swedish–Danish War.

At the top of Level 3 and above however, candidates should begin to comment on 'England's interests' in comparison to others, e.g. religion, personal, economic. How religion shaped Cromwell's policy can be set against Charles's relationship with France. Some may also make distinctions about short and long term success or the impact on the image of the country. As such there will be some comment about the motivation for policy in both periods.

Question 7

"Charles II removed Clarendon because he needed a scapegoat and not because Clarendon's policies had failed."

How valid is this judgement? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

A consideration of why Clarendon was removed should be the clear central issue but increasingly candidates should focus on the specified factors, their inter-relation and begin to question some elements of them, e.g. the extent of the failure of Clarendon's policies, the

extent to which Clarendon was responsible for perceived failures, or the nature of Charles II's decision.

Clarendon's Policies:

- Portuguese marriage
- sale of Dunkirk
- 'Clarendon Code'
- marriage of Anne Hyde to James
- Dutch War

Question 8

"The success of Charles II in the Exclusion Crisis of 1678–1683 was due more to the weakness of the opposition to him than to his own use of the powers of the Crown."
Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should have a good understanding of the dynamics and stages of the Exclusion Crisis. They should comment on the nature of the religious element within the crisis and outline the parliamentary opposition. For Level 3 and above clear focus on the use of the prerogative (dissolution as well as other factors in the Crown's success) should be apparent, (good finances, control of Scotland and Ireland, Charles's skills, weakness of Whigs) although some may still comment on the remaining problems.

Question 9

"James II was removed more for political than for religious reasons."
How valid is this judgement? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The question requires a direct assessment of the relative impact of religious and political factors – Bloody Assizes; direction to preachers; Godden versus Hales; Declaration of Indulgence. There should be some appreciation of the link between the religious and political

considerations beyond Level 2, e.g. the contemporary perception of a link between Catholicism and arbitrary Government. Good candidates will make judgements with regard to 'how far' and comment on the scope and definition of political and religious factors, or bring in the role of the individual, foreign policy, e.g. the mistakes of James II; especially the Retreat to Ireland in comparison to William's links with James's opponents.

Question 10

How extensive were changes in the economic and social structure of Britain in the years 1625 to 1714? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Complete coverage of the entire period or whole country is not expected and a thematic approach is the most profitable structure for candidates. While the evidence may not be detailed in answers that take a thematic approach it should be broad enough. Answers which are based solely upon a detailed description of one region or period are unlikely to reach beyond Level 2. Some answers may focus on the fundamentally agrarian structure of the economy; but there are numerous other possible themes, especially developments in overseas trade, including the Dutch wars or internal trade. The most successful answers will focus on the key theme of change over time.