



A-LEVEL HISTORY

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

Mark scheme

June 2015

Version 1.0: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Generic Introduction for A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

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 candidate 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 candidate 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 2015

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

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

Question 1

- 01** 'Parliament was victorious in the First Civil War because it controlled London.'
Assess the validity of this view of the years 1642 to 1646. **[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 the importance of London to Parliament's victory and balance this against other factors. They may also consider the weaknesses of the Royalists balanced against Parliament's strengths.

Students may refer to some of the following material in support of the importance of London:

- centre of finance
- centre of administration
- centre of government
- source of manpower
- source of industry
- key centre of printing
- centre of Puritanism
- key port
- strategic location.

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

- the importance of the relative financial resources and administration of each side. Parliament controlled London, East Anglia and the south east, whereas the royalists controlled the more agrarian regions of the north, west and Wales.
- the influence of the County Committees, e.g. Pyne in Somerset, the Puritan 'boss' of the county enabled Parliament to make more of its resources and ruthlessly exploit taxes such as the Excise and Assessment
- The different cultural approach of the two sides in terms of approaches to the war – the amateur 'Cavalier' approach of some of the royalists in comparison to the dedicated approach of Puritans like Pym or Pyne
- the poor leadership of Charles I in terms of communication, decision-making and lack of physical presence as a warrior king
- the impact of foreign support, the limited impact it made for the royalists in comparison to the results of the Solemn League and Covenant or work of Dutch engineers for Parliament. Some may set this in the context of the shared Puritanism of the groups involved. Some may refer to the negative impact of Charles' communication with the Catholic Irish and French

Furthermore, students may refer to:

- divisions among the Royalist command, between Constitutional Royalists like Hyde and more hard-line individuals like Henerietta-Maria or Prince Rupert
- geographical divisions of the Royalist command with 3 main areas of operations, Oxford, Bristol and York
- The amateur approach of Prince Rupert who took his poodle in to battle with him in comparison to the bible carrying Cromwell who imposed ruthless discipline on his troops

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- influence of Puritanism as a dynamic, including the role of motivated Puritan individuals such as Pym, Holles or others at the centre of Parliament's war effort ensured that they were ruthlessly efficient in prosecuting the war
 - the impact of religion on morale in battle, particularly stressed by the expert on the New Model, Ian Gentles as a key determinant in motivated the godly among the Eastern Association and New Model
 - religious influence of Eastern Association and New Model Army, illustrated by examples like banners, prayer meetings – all indicating the puritan influence that motivated them to fight
 - impact through key generals, Cromwell, Ireton and Harrison, particularly their providential millenarianism deriving from their Puritan position that made them influential leaders in the Eastern Association and then the New Model that had a core that regarded themselves as an 'army of saints'
 - Religious radicals like Cromwell, Ireton and Harrison led their troops in to battle from the front and set a positive motivating example to their soldiers
 - influence of regimental chaplains, e.g. Puritans like Hugh Peter, who took a leading active role in the fighting

In conclusion, students may:

- consider the weaknesses of the Royalists
- strength of the Parliamentarians
- illustrate the link between the two elements, pointing out that over time the weaknesses and strengths of each side became more pronounced as the war became more drawn out. This enabled Parliament to make more use of its greater resources, particularly as a result of their control of London which was confirmed by their defence of it at Turnham Green in Nov 1642
- The millenarian Puritanism of key figures in the parliamentary war effort gave them the impetus to make the most of their greater resources

Question 2

- 02** 'The Restoration Settlement was a short term success, but a long term failure.'
Assess the validity of this view of the years 1660 to 1685. **[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 the Restoration Settlement could be seen as a short term success and balance this against problems over time. They may also consider Charles' immediate short term failures and the context for judging success of the Settlement.

Students may refer to some of the following material in support of short term success of the Restoration Settlement:

- the land settlement
- the church settlement
- disbanding the New Model Army
- the constitutional settlement
- the financial settlement.

Nevertheless, there are a number of other factors to consider, particularly in relation to longer term failures:

- the continuing tension caused by the ambiguity of the religious settlement and the position of dissenters throughout the period 1660–1685
- the tension caused by anti-Catholicism, particularly illustrated by the Exclusion Crisis, 1678–1683, illustrates the long term failure of the religious settlement
- the tension over finances with parliament illustrated throughout the period and particularly clear in the 1670s shows the limits of the financial settlement
- Charles' immediate success was based on a willingness to accept the Restoration which deteriorated after 1665 as the Tory-Anglicans became more assertive and the Whigs more desirous of change.

Furthermore, students may consider the short term failings in elements of the Restoration Settlement:

- the alienation of the royalists due to elements of the land settlement
- the Cavalier Parliament's shaping of a more narrow church settlement than Charles wanted
- the limits of the financial settlement being clear at the time of the settlement.

In conclusion, students may argue that:

- Charles dealt pragmatically with immediate practical issues
- Charles failed to deal with the fundamental underlying tensions of the early modern period
- Charles was successful when judging against his own limited aims
- Charles was successful when set in the context of other Stuart and Tudor monarchs failing to deal with the financial and religious weaknesses of the early modern state (1536 to 1688)
- the period 1681–1685 may be used to show both the strengths and weaknesses of the Crown's position.

Question 3

- 03** 'The Glorious Revolution was neither 'glorious' nor a 'revolution'.
Assess the validity of this view.

[45 marks]*Target: AO1(a), AO1(b), AO2(b)***Generic Mark Scheme for essays at A2**

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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 far the events of 1688–1689 were a revolution and to what extent it could be considered ‘Glorious’.

Students may refer to some of the following material in support of the events of 1688–1689 actually being a limited revolution:

- the role and motivation of opposition in England, focusing particularly on removing James II because of his Catholicism and policies since 1685 rather than seeking significant political reform or revolution
- the dependence of William on the English political elite for his success because of the limited nature of their goals and opposition since 1685
- the central role of William of Orange and his limited motivation for political change
- the number of foreign troops brought and remaining in England as an example of 1688–89 as a foreign coup or invasion rather than a revolution
- the European war was the motivation for William’s invasion of England, rather than being motivated by English domestic concerns, and thus there was no directed political agenda for change from leading figure
- the nature of change in 1688–1689 as a sign of a foreign takeover
- the limits of change in 1688–1689 indicating that the Glorious Revolution was still very much shaped by the English elite for whom William was a necessary figurehead in a new relationship between Crown and Parliament, the political nation
- 1688–1689 seen as a conservative led moderate constitutional change
- Tory reaction 1685-89 and comment on the nature of James’ withdrawal may be referenced as another example of the limits of revolution
- the role of Parliament and political elite in shaping the settlement indicates lack of revolution but directed limited change by those who already held power but through William now confirmed their power more formally as Personal Monarchy moved more towards constitutional monarchy
- reference may be made to the lack of social change as the ‘centre’ remained in control of the power
- reference may be made to the alienation of the true radicals, e.g. republicans etc., by the limited nature of the settlement

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

- the events of 1688–1689 can be seen as a ‘revolution of the centre’, the political elite taking control due to their alienation because of James’s policies since 1685
- removal of the divine right monarch was revolutionary
- questioning of James’ authority had revolutionary implications for property rights
- 1688–1689 establishes constitutional monarchy, specific reference could be made to:
 - no Catholic was to inherit the throne
 - no king could marry a Catholic
 - no standing army
 - no ecclesiastical commissions
 - suspending and dispensing powers of the monarch declared unconstitutional
 - Parliament had to consent to all taxation.
- financial settlement has serious constitutional implications
- William’s European focus leads to increased parliamentary influence

- seen as Glorious by the political elite as they assert their authority – a Whig revolution.

Furthermore, students may argue that forces for change were not revolutionary:

- consider the failures of James from 1685 and how they created discontent
- the failures of James in 1688 which allowed a foreign coup/invasion to be successful
- the influence of the political elite in 1688 in shaping the settlement
- 1688 seen therefore more as a coup or foreign invasion than a revolution
- that despite the alienation caused by James' policies since 1685 it was not until June 1688 with the birth of his son and the intervention of William that change was brought about, indicating the limited revolutionary impulse among the political nation until they felt the real threat of continued Catholic rule and the absolutism that would bring

In conclusion, students may refer to:

- James' policies since 1685 alienated the elite and therefore created discontent that enabled William to be invited and lead a successful foreign invasion. 1688-89 could therefore be seen as a coup with an invasion that led to a revolution in the relationship between Crown and Parliament particularly because of the financial revolution that came as a result of William's European agenda
- the alienated elite invited William to invade based on their growing opposition to James' policies since 1685 and therefore conducted a coup to invite a foreign invasion to initiate change
- that while there were some significant changes in 1688–1689 there were limits to the extent of these changes.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion