

# A-LEVEL HISTORY

Unit HIS3D: British Monarchy: The Crisis of State, 1642–1689  
Mark scheme

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Version 1.0: Final

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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](http://aqa.org.uk)

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## 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.

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

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**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

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

**HIS3D: British Monarchy: The Crisis of State, 1642–1689**

**Question 1**

- 01** ‘The divisions between Parliament and the New Model Army were more important than the actions of Charles I in bringing about the regicide.’  
Assess the validity of this view with reference to the years 1647 to 1649. **[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 and evaluate the impact of the division between Parliament and New Model Army and balance this against role of Charles I in causing the regicide. They may also consider other factors such as the role of religion, politics or groups like the Levellers or Scots in bringing about regicide.

Students may refer to some of the following material in support of division between Parliament and New Model Army:

- division over the implementation of Newcastle Propositions
- politicisation of the New Model Army
- division over the Newport Treaty and subsequent Pride's Purge.

Students may refer to some of the following material in support of the impact of the actions of Charles I:

- his refusal to negotiate seriously, with reference to the Heads of the Proposals
- his Engagement with the Scots and causing of the Second Civil War
- his approach to the trial.

Nevertheless, there are a number of other factors that candidates may consider:

- aims of the New Model Army itself, for example the Heads of Proposals
- the pressure on both Army and Parliament by the emergence of the Levellers.

Furthermore, students may:

- consider religion and specifically providence as an impulse for key officers like Harrison, Ireton and Cromwell in contemplating regicide
- the politics of 'necessity' in forcing the Army to act against Parliament and Charles in the post-Second Civil War period.

In conclusion, students may:

- consider how the division between Parliament and Army undermined attempts for settlement
- set the division between Parliament and Army in the context of the actions of Charles I that further hampered the attempts at settlement and exacerbated the division between Parliament and Army
- that in the context of the Second Civil War the Army, driven by 'providence' and 'necessity' felt they had to act against both Parliament and Charles to bring about settlement and this led to regicide.

**Question 2**

- 02** 'A military dictator.'  
Assess the validity of this description of Oliver Cromwell as Lord Protector. **[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 and evaluate how Cromwell as Lord Protector could be seen as a military dictator and balance this against ways in which his power was limited. They may also consider his rule in terms of his aims and change of approach through the period and set his rule in the broader context of the failure of the Interregnum regimes to achieve settlement.

Students may refer to some of the following material in support of seeing Cromwell as a military dictator:

- reliance on the New Model Army
- the negative elements of his relationship with Parliaments
- the establishment of the Protectorate by Lambert's military coup and the Instrument of Government
- the implementation of the Major Generals.

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

- Cromwell's attempts to rule with Parliaments
- how the Instrument of Government limited Cromwell's powers as Protector
- Cromwell's refusal of the offer of the Crown
- opposition in the army to Cromwell.

Furthermore, students may consider:

- how Cromwell considered his role
- examples of the limits of his power
- changes in his approach and the nature of the Protectorate over the period.

In conclusion, students may consider:

- that Cromwell could be viewed as reliant on the military for his regime to survive
- in practice how his power was limited
- Cromwell's continued attempts to rule with a Parliament indicate that, despite the power he held based on the army, he wanted a more traditional settlement
- how religion shaped Cromwell's approach more than a desire for power.
- that if a dictatorship it was a limited one that failed to achieve settlement.
- that the failure of settlement could be seen as due to the perception of Cromwell's rule as a military dictator.
- that it was only because Cromwell was able to be a military ruler and in some ways conservative that his regime survived as long as it did



**Question 3**

- 03** 'Real power in the years 1660 to 1689 was held by Parliament rather than the monarchs.'  
Assess the validity of this view. **[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**
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- 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 and evaluate how far Charles and James II could be considered as not being able to control their Parliaments and balance this against how they could be seen as controlling them. They may also consider this in the context of how some issues caused more tension in the Crown-Parliament relationship than others.

Students may refer to some of the following material in support of a consideration of how the monarchs failed to control their Parliaments and therefore had limits on their power in their relationship with the institution of Parliament:

- Clarendon Code and the Restoration Religious settlement
- the financial hold Parliament maintained over the Crown throughout the period
- examples of Parliamentary opposition, e.g. Against Declarations of Indulgence, foreign policy or Whigs use of Parliament during the Exclusion Crisis
- November 1685 Parliament protest against James' appointment of 90 Catholic officers, citing the Test Act and forcing James to prorogue Parliament
- James' failure to manipulate membership of his second Parliament during autumn of 1687
- Convention Parliament of 1689 passes Mutiny Act: a standing army declared illegal in peacetime except with Parliament's consent.

Nevertheless, there are a number of other factors to consider in illustrating the powers of the monarch in their relationship with Parliament:

- the limited constitutional controls imposed on Charles in the Restoration Settlement
- Danby's management of Parliament
- Charles' management of Parliament during the Exclusion Crisis
- May 1685 Parliament voting James a subsidy of £2 million and extend his army to 20 000.

Furthermore, students may consider other factors that shaped the power relationship between Crown and Parliament:

- how religion and finance were always problematic issues
- how Charles' prerogative always allowed him to manipulate Parliament
- politics outside Parliament as part of the Crown-Parliament relationship, for example, court, faction, patronage
- Parliament's changing relationship with Crown through acceptance of William.

In conclusion, students may:

- illustrate clear examples of Parliament shaping policy more than Charles would have wanted
- the limits of Parliament's infringement on the prerogative
- 1681–1685 as the height of Stuart absolutism indicating Charles' triumph after the parliamentary problems of the Exclusion Crisis
- James' religious policies forcing the intervention of Parliament and the 'political nation' and the subsequent changed relationship between Crown and Parliament.

**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](http://www.aqa.org.uk/umsconversion)