



A-level
HISTORY
7042/2E

Component 2E The English Revolution, 1625–1660

Mark scheme

June 2019

Version: 1.0 Final

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

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Component 2E The English Revolution, 1625–1660

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying relations between Crown and Parliament in the years 1625 to 1629. **[30 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- for provenance the Petition can be seen as useful as representative of majority opinion in the Commons as a document agreed upon by them and presenting their position after discussion among MPs
- for provenance 1628 can be commented on towards the end of the period concerned but the Petition references back issues that have been of contention since 1625, like the Forced Loan
- for provenance as a Petition presented to Charles I comment can be made on the Commons still appealing to the monarch's authority and trying to come to a settlement. Some may extend this to comment that more radical MPs, like Selden, had initially wanted a more forceful Bill of Rights as a statement of their position
- the tone and language can be commented on in terms of a mix of more diplomatic language, indicating recognition of the monarch's authority, and examples that question the monarch's action in relation to precedent and accepted notions of the 'constitution'. For example, the use of 'humbly pray your most excellent Majesty' for appealing to Charles' authority but also reference back to Edward I or Magna Carta to stress their rights based on precedent and thereby questioning Charles' actions and intentions.

Content and argument

- within the Petition there are references to issues that had shaped Crown-Parliament relations, prerogative, taxation and imprisonment
- comment may be made that the first clear issue is the Forced Loan of 1626 and consequences of this, rather than other issues. Valid for some to comment on this being only a selection from the Petition of Right
- reference may be made to the Petition not addressing Arminianism
- reference may be made to the nature of Charles' response and the subsequent more forceful Commons' Protestation/Three Resolutions as the type of more direct statement MPs like Selden, Coke, Eliot and Pym had wanted in the first place following the Five Knights Case of 1627.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- for provenance as a private letter to a friend it might be expected that the content will reflect the author's true feelings
- for provenance as an MP, the author was in a position to witness events as backed up by the content, reporting what he has seen
- for provenance 1628 was late in the period but comment may be made on the deterioration in the Crown-Parliament relationship over time
- tone and emphasis of the author indicates that they feel the relations have reached a crisis point.

Content and argument

- fear of dissolution indicates how far the Crown-Parliament relationship had broken down
- reference is made to two of the most well-known leading opponents of Charles I
- within Eliot's speech reference is made to some of the key issues of contention
- focus on Buckingham might indicate some MPs are still looking for a scapegoat
- Charles I was clearly aware of proceedings by sending his message to the House to end their debate.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- for provenance as a Declaration by Charles I it is useful in showing his view or how he wanted to be viewed
- provenance makes clear he had dissolved the House but also felt the need to justify this
- for provenance 1629 can be referenced as dissolution being linked to Petition of Right and Three Resolutions
- tone and emphasis can be commented on for Charles trying to appear as the moderate and isolating the problems to parliamentary radicals whose claims are a minority.

Content and argument

- Charles clearly placed stress on his prerogative
- Charles shaped the message to stress that he was in the right and more reflective of wider opinion across the Political Nation by arguing the moderates in Parliament were a majority
- Charles' reference to the Petition of Right and issues such as religion shows he was clearly aware of, and trying to counter, the issues of contention
- Charles makes clear he is well aware of the actions of MPs
- Charles clearly threatens radicals with retribution and this was enacted on men, such as Eliot, after the dissolution.

Section B

02 'Wentworth was successful in Ireland.'

Assess the validity of this view with reference to the years 1633 to 1639.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that Wentworth was successful in Ireland in the years 1633 to 1639 might include:

- Wentworth could be seen as relatively successful in implementing ‘Thorough’ in Ireland and thereby strengthening the power of the Crown and placed able assistants to enforce this, such as Radcliffe, Wandesford, Mainwaring and Bramhall
- Wentworth successfully developed the finances of the Crown in Ireland. For example, Wentworth introduced a new Book of Rates that doubled the customs income to £80,000 pa., a fine of £70,000 was placed on the City of London for limited development of Londonderry, 1634 Statute of Uses enacted, Court of Wards and Liveries revitalised and sale of monopolies used
- Wentworth secured 6 subsidies in the first session of the 1634 Irish Parliament without allowing MPs to redress grievances in the second session
- 1634 Irish Convocation adopted the 39 Articles and Juries in courts, such as the Commission for Defective Titles and the Court of Castle Chamber
- Wentworth carried through successful prosecutions of leading members of the New English elite to clearly signal the intention to impose the Crown’s authority in Ireland over their influence.

Arguments/factors challenging the view that Wentworth was successful in Ireland in the years 1633 to 1639 might include:

- political situation in Ireland made Wentworth’s task difficult and in that context he was unlikely to achieve Charles’ unrealistic aim of conformity and uniformity
- Wentworth failed to manage the Irish Parliament to provide funds to make Ireland self-sufficient for the English Crown
- Wentworth’s failure to confirm the ‘Graces’ alienated the Old English elite
- Wentworth failed to fully implement Charles’ Laudian religious policies in Ireland
- Wentworth’s correspondence with Laud in the 1630s indicates his concern about his position in Ireland being undermined in London and lack of support from Charles I and thus, it could be argued that he failed politically.

Wentworth was, relatively, successful in implementing ‘Thorough’ in Ireland during his time there as Lord Deputy. This success might also be seen in the context of the limits of the Personal Rule in Scotland and England. Wentworth’s success can also be seen in the context of the problems in ruling Ireland for the English Crown. While he may not have made it self-sufficient or fully implemented Laudianism, he successfully increased Crown revenues and made, through the Thirty-Nine Articles, the appointment of Bramhall and a new Irish Court of High Commission had moved forward Charles’ religious agenda in Ireland.

03 ‘The most important reason for Parliament’s victory in the First Civil War was Scottish support.’

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that Scottish support was the most important reason for Parliament's victory in the First Civil War might include:

- 1643 Solemn League and Covenant gave Parliament substantial extra manpower
- the alliance with the Scots meant that Charles had to divide his military forces between the north and other fields of campaign in the south and west
- the Scots provided more military experience given the involvement of many in the Thirty Years War and rebellion against Charles since 1637
- impact of the Scottish alliance – seen clearly at Marston Moor in 1644.

Arguments/factors challenging the view that Scottish support was the most important reason for Parliament's victory in the First Civil War might include:

- the lack of resources at Charles' disposal during a longer war, including limited effective foreign support from nominal allies in Ireland and France, prevented Charles overcoming the strengths of Parliament's position
- weakness in the royalist war effort undermined them, for example, Charles' military leadership and divided councils both in terms of personnel, such as Rupert and Clarendon, as well as different centres of influence, such as Oxford, Bristol and York
- drive of millenarians, such as Pym, Cromwell, Ireton, Harrison and Pyne underpinned the parliamentary war effort in London, in the army and in the localities
- control of London and all that entailed, and resources of South-East and East Anglia was central to a war after Charles' failure at Turnham Green and stands comparison to the relative more limited resources of the royalists.

The Solemn League and Covenant meant the royalists were facing a war on two fronts. The most important reason for Parliament's victory could be seen as the extra resources that they were able to deploy through their control of London. This provided manpower, administration, finances, printing and a motivated Puritan core. Parliament also controlled East Anglia which also provided valuable resources in terms of manpower and food supplies. What enabled the Parliamentary cause to use these resources most effectively was the millenarian drive of those at the heart of the organisation of war in London (Pym) that ran the County Committees (such as Pyne in Somerset) or led the armies in to battle (Cromwell, Ireton and Harrison). The formation of the New Model Army allowed Parliament to effectively use these resources more on the battlefield under religiously motivated commanders like Cromwell.

- 04** How far was Cromwell’s failure to achieve a settlement due to the military basis of his power as Lord Protector in the years 1653 to 1658? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that Cromwell's failure to achieve a settlement was due to the military basis of his power as Lord Protector in the years 1653 to 1658 might include:

- the military basis of the regime limited the acceptance of it by the Political Nation and this could also be linked to the consequent higher levels of tax
- Cromwell was head of state because he was head of the New Model and had been established as Protector after a military coup by the leading general, Lambert, who drafted the Instrument of Government constitution to create the Protectorate
- the imposition of the Major Generals further reinforced the negative view of the military as dominating the regime and interfering with the running of the localities by the Political Nation
- the Humble Petition and Advice did not redress the fundamental link between Protector and army
- the view of the military as the root of religious radicalism, such as Quakerism, alienated many from the regime.

Arguments/factors challenging the view that Cromwell's failure to achieve settlement was due to the military basis of his power as Lord Protector in the years 1653 to 1658 might include:

- the attitude of the Political Nation was central to the failure of settlement. All the Interregnum regimes were regarded negatively by the majority of the Political Nation as they were linked with the act of regicide. As the Political Nation in reality controlled the country, their attitude was crucial if a settlement was to be achieved
- division within the regime hampered settlement, notably as the Nayler and Kingship crisis around 'military' and 'civilian' Cromwellians. Cromwell's own tensions between political conservatism and religious radicalism heightened these divisions.
- the regime became increasingly fragile financially and this further strained the relationship with Parliament and the wider Political Nation
- Cromwell failed to manage his Parliaments successfully
- traditional settlement was probably not achievable in the context of the regicide and Cromwell's failure to fully recognise this can be seen as a failure.

The military basis of Cromwell's rule seriously hindered his ability to secure political stability in terms of the attitude of the essentially conservative political nation. Some may set Cromwell's failure in the context of the failure of settlement since 1641 or after Cromwell's death. Cromwell's failure may also be seen in his approach to further reformation alienating the elite. Some may suggest that the Protectorate did provide some form of settlement.