



A-level HISTORY 7042/1D

Component 1D Stuart Britain and the Crisis of Monarchy, 1603-1702

Mark scheme

June 2020

Version: 1.0 Final



2 0 6 A 7 0 4 2 / 1 D / M S

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 Examiner.

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

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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.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Charles I.

[30 marks]*Target: A03*

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. 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 assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Charles I was ill-suited to early modern kingship and should be regarded as a failure
- Charles shared James I's view of divine right but did not have the pragmatism to be successful and was a key cause of civil war
- Charles' personality was at the root of the issues with his approach to kingship where he distrusted others and demanded conformity
- Charles was a poor communicator and thus did not explain his actions.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Charles' personality was key as it was a time of Personal Monarchy
- Charles did have a conspiracy theory mentality that saw him distrust others but this was also shared by some in the Political Nation, especially Puritans, with regard to him and his court. Charles did have an inner world of art in to which he retreated
- the first Parliament witnessed Charles' unwillingness to explain foreign policy to get adequate funding
- while Charles was a key cause of conflict, civil war was caused by a range of factors.

In their identification of the argument in Extract B, students may refer to the following:

- Charles' failure should also be set in the context of him being a 'victim' of the major problems he faced as king
- Charles did fail as a king and some of this was due to his personality and own actions
- the major problems Charles faced were structural problems of such significance, finance, religion and changing political attitudes, that any monarch would have struggled to rule successfully
- Charles did not have the personality or the kingship that has been portrayed so negatively.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Charles' kingship can be regarded as a failure, given there was civil war and he was executed
- there were significant structural issues that Charles I faced during his time with finance, religion and the Political Nation. His Scottish heritage was not so much of an issue as it had been for James I and he was welcomed to the throne in 1625
- Charles could be seen as trying to be creative in dealing with these by his approach during the Personal Rule and it was really a minority of the Political Nation, especially the Puritans, who opposed him up to 1637
- this is an overly positive view given the obvious failures of Charles I's reign and the scale of discontent evident at the start of Parliament in 1640.

In their identification of the argument in Extract C, students may refer to the following:

- Charles' failure was rooted in his personality
- Charles remodelled the court in line with his personality but this distanced him from the bulk of his subjects
- Charles was unable to appreciate the impact of his approach and policies
- Charles' style of rule created problems as he sought to overcome his insecurity by imposing his will.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- Charles' personality was fundamental in shaping his approach to kingship
- Charles' inheritance could be viewed as difficult: the multiple-kingdom context; the European conflict and the development of Arminianism
- Charles was very authoritarian and demanded conformity, as seen in his approach to the court
- Charles' personality and his inferiority complex shaped policies like the Forced Loan or the imposition of Laudianism.

Section B

0 2 To what extent did James I's favourites undermine his relationship with his Parliaments in the years 1604 to 1625?

[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 supporting the view that James I’s favourites undermined his relationship with his Parliaments in the years 1604 to 1625 might include:

- Buckingham was an issue with regard to monopolies in the 3rd Parliament
- Buckingham was an issue in the 4th Parliament with regard to the tension over the direction of foreign policy after the Madrid Trip
- favourites were a context for Parliament’s lack of trust with regard to James and finances, as can be seen in the Great Contract, the Book of Bounty, monopolies. This was also related to the initial favourite from 1603, the Earl of Hay, being Scottish, and then the favour bestowed on Carr from 1606
- one of the issues that led to the failure of the Addled Parliament was ‘undertaking’ which was shaped by the factional competition around the Earl of Somerset.

Arguments challenging the view that James I’s favourites undermined his relationship with his Parliaments in the years 1604 to 1625 might include:

- there were other significant issues in all of James’ Parliaments, notably themes such as, finance, prerogative-privilege, religion, foreign policy or specific issues like Impositions, the Union, the Spanish Match
- James’ relationship with Scottish favourites, such as Hay, or Robert Carr, had limited impact on the first Parliament
- James always maintained control of policy, as can be seen in his appointment of Laud to St David’s or refusal to openly declare war on Spain in 1624–25
- it was Parliament, in 1624, that used Buckingham and his new alliance with Prince Charles to undermine James’ position.

Favourites did undermine James’ relationship with Parliament but this became more of an issue because of the monopoly of patronage that Buckingham was able to achieve from the depth of his relationship with James. Therefore, some distinction could be made between the first and second Parliaments with those after Buckingham’s emergence in 1616. It could also be argued that at root the issue with favourites was more about finance initially before Buckingham made himself more of a political issue. It can also be argued that favourites were just one of the sources of tension with Parliament and, especially with Buckingham, were intertwined with these themes because of his role in government, eg monopolies or foreign policy. It can also be argued that while Buckingham’s influence grew, James fundamentally decided key appointments and policy.

0 3 'In the years 1660 to 1678, Charles II dealt with religious issues more successfully than Oliver Cromwell had done as Lord Protector in the years 1653 to 1658.'

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**
- 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 supporting the view that in the years 1660 to 1678, Charles II dealt with religious issues more successfully than Oliver Cromwell had done as Lord Protector in the years 1653 to 1658 might include:

- the crushing of Venner's Fifth Monarchist rising of 1661, the assassination of regicides abroad and the self-imposed exile of others, like William Goffe and Edmund Ludlow
- the removal of potential leaders of religious radicalism as part of the show trials of 1660, eg Thomas Harrison, or trial of Henry Vane and John Lambert in 1662
- the 'experience of defeat' and the internalisation of Millenarianism by religious radicals like John Milton or the re-orientation of the Quaker movement under George Fox as a pacifist faith
- Charles II's pragmatic agreement to Clarendon Code from the Cavalier Parliament created an alliance with conservative Anglican gentry in the localities that persecuted radicals through the Act of Uniformity, Five Mile Act, the Quaker Act and his acceptance of the limits of his Declaration of Indulgence 1672, the need to agree to the Test Act 1673 or Danby's apparent pro-Anglican agenda 1674–78
- the Quaker fear of 1658 to 1660 was a key factor in convincing many that a Restoration was needed, thereby suggesting that Cromwell had failed to deal with the issue of the Quakers as Protector.

Arguments challenging the view that in the years 1660 to 1678, Charles II dealt with religious issues more successfully than Oliver Cromwell had done as Lord Protector in the years 1653 to 1658 might include:

- Clarendon Code was counter-productive as it alienated the Presbyterians who were prepared to support the Crown and the established Church in the context of 1660
- Radicals that posed a threat under Cromwell were dealt with, eg removal of the Nominated Assembly, cashiering of Thomas Harrison, persecution of John Biddle and James Nayler
- scope of Cromwellian Church and greater religious freedom, provided by Clauses 35 to 37 of Lambert's Instrument of Government, meant many were not forced in to opposition to Cromwell
- system of Major-Generals was used to isolate radicals and evidence of some Major-Generals being particularly active in dealing with Quakers, eg Hezekiah Haynes as Major General of the East.

Religious radicalism could be seen a less of a threat for Charles II. Some of this was due to the Crown and Political Nation being determined to maintain control after the years of the Interregnum. Charles II was also helped by the providential Millenarianism of many religious radicals whose response to the Restoration, 'the experience of defeat', saw an increasing internalisation of religion or, as with the Quakers, a change in policy towards political activity. The ongoing persecution, in the years 1660 to 1667 could, however, be seen as Charles not solving the issue of religious radicalism and the limits of the Clarendon Code could be regarded as a lost opportunity to broaden the Church as Charles II had wanted and in doing so limit those considered radicals. In contrast, it could be argued that Cromwell's broader Church reduced radicalism or that the great freedom post-1653 encouraged further radicalism. Some may comment that Cromwell himself was a religious radical or even that Charles II with his pro-Catholic tendencies and great openness to broadening the Protestant Church was the radical in the post-1660 political elite.

0 4 How far was the Political Nation able to assert its influence over the Crown in the years 1678 to 1702?

[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 supporting the view that the Political Nation was able to assert its influence over the Crown in the years 1678 to 1702 might include:

- the Tory Anglican control over Charles II in the years 1681 to 1685
- the Glorious Revolution as a coup of the Political Nation against James II
- the institutionalisation of Parliament as a result of the financial revolution to fund William III's war
- the various parliamentary measures after 1688 – Commission of Public Accounts, Civil List Act through to the 1702 Act of Settlement
- the development of London as a finance centre gave scope for a new monied class to become politically influential.

Arguments challenging the view that the Political Nation was able to assert its influence over the Crown in the years 1678 to 1702 might include:

- Charles II worked in alliance with the Political Nation in the years 1681–85 and avoided the need for a Parliament becoming the closest to absolute of any Stuart monarch
- Charles II was able to defeat the Exclusionists
- the changes after 1688 led to the development of a fiscal-military state and thereby increased the power at the disposal of William III
- prerogative still gave the Crown a range of significant powers; head of state, commander-in-chief, calling and dissolving Parliament.

The years 1678 to 1702 saw the transition of the monarchy from one that was, theoretically, absolute to one that could be classed as a constitutional monarchy. In considering this, students may stress that the monarchy did change in this period, especially after 1688, but it was not a simple transformation from absolutism to constitutional monarchy where the Political Nation asserted or took control. Some students may also comment on divisions in the Political Nation in 1678–83 or in 1688. In 1702, the monarch still had wide-ranging powers and the transformation of the state in many ways could be argued to mean that William III was actually more powerful than Charles II. The changes may be seen more as an alliance between Crown and Political Nation that led to a greater formalisation of the roles of both and due to the need to finance and administer William's wars.