



**General Certificate of Education  
June 2012**

**A2 History 2041**

**HIS3D**

**Unit 3D**

**British Monarchy:**

**The Crisis of State, 1642–1689**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of 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 to download from the AQA Website: [www.aqa.org.uk](http://www.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 student'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 student 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)**

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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 student 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 student 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 2012

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

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

**Question 1**

- 01** 'Religion was more important than politics in the failure of the Interregnum regimes of 1649 to 1660.'

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**
- 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/identify and evaluate/explain religion as a cause of failure and balance this against other factors, particularly politics. They may also argue that the regime, in the context of 1649, achieved a lot. To balance against 'failure' they may point out other reasons that may be linked to religion and politics, like the role of Cromwell or economics.

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

- breakdown of national church led to religious and political instability
- development of radical religious groups, such as the Quakers, Baptists, Fifth Monarchists, Ranters and Muggletonians. As well as having their own conflicting religious and political agendas they provoked a conservative reaction against the Interregnum regimes that increasingly developed over the period
- the Nayler Crisis  
This crisis can be seen to personify the internal divisions within the regime and reinforce the distrust of the regime by the gentry. As well as highlighting the potential threat of the radical Quaker movement the debates on what to do with Nayler sparked a political crisis that brought to a head the political tensions between the military and civilian Cromwellians in relation to the Instrument of the Government and offer of 'kingship'. It exemplifies religion as politics in the period.
- the Quaker fear post-1658. This may be linked to the tension between Lambert and Monck.  
The apparent increasing threat of the Quakers sparked a conservative reaction that was willing to countenance a return of the monarchy in the wider context of the death of Cromwell, economic collapse and the internal political divisions of the regime. Monck's paranoid fear of the Quakers could be seen as part of this.

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

- political instability within the regimes  
The continuing division between Parliament and army, as well as between civilian and military Cromwellians. It can also be seen in the role of Republicans or changes of regimes in the period.
- economic problems  
With war and occupation of Ireland and Scotland throughout the period the regime struggled to finance its needs. The tax needed to support the New Model Army further alienated the gentry and thus economic problems were a real political issue, made worse by harvest failures 1658–60.
- lack of acceptance by the gentry  
the regime was always equated with the regicide, the army, religious radicalism and, post-1658, instability. The shift to more conservative regimes like the Protectorate or through 'kingship' never won over the 'political nation'.

Furthermore, students may:

- consider the role of Cromwell  
They may address his role as someone who could keep the different branches of the regimes together but also a source of tension as an 'ideological schizophrenic', torn between religious radicalism and political conservatism.
- consider the role of Charles Stuart  
Charles was portrayed as constitutional royalist, especially post-1658, and was therefore able to take advantage of a conservative reaction against the regime.  
His link with Monck in 1659–60 was crucial in bringing the ultimate failure of the Interregnum regimes.

In conclusion, students may:

- show the link between the factors, i.e. religion was politics in the seventeenth century, this was most vividly illustrated by the Nayler Crisis of 1656–7 which some may see as a turning point for the regimes in that it brought the political and religious divisions very much to a head
- illustrate how the sources of instability led to a growing conservative reaction. Some students may put this in the context of the ongoing development of constitutional royalism or attitudes of the younger generation, especially in London, to the regime. Many will stress how this became worse after Cromwell's ability to act as a 'coalition manager' between radicals and conservatives was removed by his death in 1658
- some may comment on the tension between Lambert and Monck in 1658–60 as illustrative of the linked religious and political divisions within the regime that ultimately allowed Charles Stuart to come back to restore order for a grateful gentry.

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**Question 2****02** 'Clarendon was dismissed in 1667 because his policies had failed.'

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**

**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/identify and evaluate/explain failure and balance this against success. They may also do this in the context of how Charles secured the throne and his principal aim of retaining it.

Students may refer to some of the following material in assessing the failings of Clarendon:

- failure of religious settlement. Called the Clarendon Code and alienated many.  
The failure to broaden the church and incorporate groups like moderate Presbyterians
- financial problems can be linked to Clarendon's failure to secure the kind of settlement he and Charles wanted.  
The limits of the financial settlement with parliament, £1.2 million a year too limited
- failure of foreign policy,  
humiliation by the Dutch, selling of Dunkirk for £300 000.

All the above can be considered in the context of Clarendon's responsibility as Chief Minister.

Nevertheless, there are a number of other factors to consider in relation to Clarendon's successes:

- resolution of immediate Restoration issues  
Students may, in particular, consider dealing with the complex issues of the New Model Army and the land settlement, as well as the constitutional arrangements of the Restoration. Charles was restored with very few limits, due to the work of Clarendon
- support of the Cavalier Parliament from 1662  
Parliamentary support for finance and the religious settlement among Anglican conservative gentry
- failure of republicanism  
The practical failure of opposition to the Restoration, for example Venner's Rising, the defeatist providential attitude of many republicans, like Milton. Failure of Lambert's Rising. Example made of Harrison in October 1660
- Clarendon had actually tried to prevent a war with the Dutch. He, pragmatically, raised £300 000 by selling Dunkirk which cost so much to maintain
- he was unaware of his daughter's marriage and would have opposed it
- he had negotiated Charles' marriage with the support of the Privy Council and it was only subsequently deemed a failure because of the lack of an heir
- Clarendon worked tirelessly to secure the restoration settlement for Charles
- although labelled the Clarendon Code Clarendon had wanted a broader settlement.

All the above can again be considered in the context of Clarendon's role, while successful in the short-term it was easier for Charles to blame Clarendon for failures he was linked to than face down his courtiers or parliament.

Furthermore, students may:

- comment on Charles' successful use of Clarendon as a scapegoat in 1667
- personality clash between Charles and Clarendon. This was a key weakness in Clarendon's position as ultimately, he was dependent on Charles' favour. While Charles

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recognised Clarendon's skills he disliked him and by 1667 Clarendon had served his purpose. The failures of 1665–67 (Dutch war, plague and fire) needed a scapegoat

- the marriage of Clarendon's daughter to James, Duke of York, being turned against Clarendon in the context of a lack of children from Charles' marriage
- Clarendon's lack of support at court, in the Privy Council and in parliament. Due to his passive management approach Clarendon allowed his rivals to outmanoeuvre him.

In conclusion, students may state:

- how Clarendon's policies can be seen as a failure
- how Clarendon's policies can be seen as successful
- Charles' reasons for removing Clarendon, with the failures of the years 1665–1667 bringing the pressure on Charles to a head and therefore a scapegoat needed
- the general limits and failings of the restoration settlement were more long-term issues. In the short-term Charles' position was secured by Clarendon but the disasters of 1665–1666 saw Charles need a scapegoat, i.e. Clarendon
- Clarendon was dismissed, not so much because his policies had failed but that Charles needed a victim for the growing sense of gloom over his own kingship by 1667. The ability to link Clarendon to so many problems and the breakdown of his relationship with Charles II made the Chief Minister the perfect scapegoat.

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**Question 3**

- 03** To what extent did relations between Crown and Parliament improve during the years 1660 to 1689? (45 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme for essays at A2**

- Nothing written worthy of credit. **0**
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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 improvement and balance this against weaknesses in the relationship. They may also set this in the context of change and continuity in the relationship over the period.

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

- agreement 1660–67: settlement of the issues from the Restoration, for example of finance, land, religion and the New Model Army
- agreement 1667–78: Danby's attempted construction of parliamentary patronage
- agreement 1681–85: Tory reaction. The position of the Crown became stronger than at any point since 1660 because Charles worked with the Tories to defeat Exclusion
- agreement 1685–89: generous financial grants 1685, agreement with William.

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

- opposition to Declarations of Indulgence
- parliament's use of finance to manipulate Crown policy
- opposition to Clarendon
- concern at the policies and approach of Danby
- Exclusion Crisis
- opposition to James II.

Furthermore, students may:

- consider the complexity of religious questions
- the difficulties of the financial relationship between Crown and Parliament. Some students may consider this in the broader context of the limits of the English state across the seventeenth century and how 1688–89 changed the financial relationship between Crown and Parliament
- the development of political parties, Tories and Whigs, and their relationship with the Crown.

In conclusion, students may:

- make a direct comparison between 1660 and 1689
- stress that the relationship was shaped by short-term agreements and disagreements focused on practical issues
- deal with the more fundamental sources of tension, particularly religion and finance which could provoke debate on the nature of the prerogative and parliamentary privilege
- different positions of James II and William really changed the relationship between Crown and Parliament. Some may conclude that the Glorious Revolution brought a fundamental change in the relationship.

### **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)