



**General Certificate in Education**

**A2 History 6041**

**Alternative O Unit 5**

**Mark Scheme**

*2008 examination – June series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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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## **CRITERIA FOR MARKING GCE HISTORY:**

### **A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

**B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:*****Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

***Or***

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

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**Level 2:*****Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

***Or***

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

***These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.***

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**June 2008**

**Alternative O: Britain, 1603–1714**

**A2 Unit 5: Monarchy Challenged, Rejected, Restored and Restrained, 1625–1714**

**Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources agree on parliamentary opposition to the Crown?

(10 marks)

*Target: AO1.1, AO1.2*

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

**Indicative content**

Simple statements might refer to the fact that Source A argues that there was opposition whereas Source B denies this. The sources differ over opposition but also nature of Parliament. Source A refers to the Commons as an 'institutional base' for opposition whereas Source B does not see a separation between the gentry and government. Reference may also be made to the long term perspective of Source A. More developed explanation may include comment on the historiographical difference – Source A has its basis in Whig/Marxist historiography, whereas Source B posits a revisionist view of Parliament, with Russell being a prominent proponent of revisionism. Some may suggest comment on these lines through reference of the titles of the books or the dates at which they were produced. Source A indicates opposition built up over time and was an inevitable development of wider forces; Source B views the period much more in its immediate context. Source A places stress on the role of Puritanism as a driving force for revolution whereas Source B denies that there was an ideological aspect or division within the gentry, but with some qualification as to before 1640. Some reference can be made to both agreeing that there were issues between Crown and Parliament, or tension within Parliament but as sources predominantly disagree candidates cannot be expected to isolate examples of agreement.



- (b) Use **Sources A, B and C** and your own knowledge.

'Division in Parliament was more important than the actions of Charles I in causing civil war in England in 1642'.

Assess the validity of this statement with reference to the years 1640 to 1642. (20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

From the sources:

Source A – Puritanism as a force of division; Parliament's assertiveness.

Source B – No division pre-1640, or organised opposition within parliament; links between country and privy council

Source C – Roles of Charles I and Pym; importance of Irish affairs.

Own knowledge:

The role of radicals in parliament as well as that of Charles should be considered at Level 3. At Level 4 there should be some appreciation of the interrelation between the two, most notably how parliament's relation to Charles's actions in turn led to the development of a royalist party, if not support for Charles. As such, illustration should be through the events of 1637–1642, but most notably 1641–1642 which witnessed the formation of the royalist party, through Constitutional Royalism. Without this there would not have been the two sides necessary for a

civil war in England. Candidates in assessing the breakdown to civil war may touch upon the major issues such as, the Scottish Rebellion, Bill of Attainder, Root and Branch Petition, Irish Rebellion, Grand Remonstrance, Five members' Coup and Militia Ordinance. Some may go beyond this to also comment on the role of religious radicals after the Militia Ordinance. With focus on the causes of the civil war 'in England' the focus should necessarily be on the division after the Irish Rebellion.

## Question 2

- (a) Use **Sources A** and **B** and your own knowledge.

To what extent do these two sources agree on the nature of the Revolution Settlement of 1688–1689? (10 marks)

*Target: AO1.1, AO1.2*

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

## Indicative content

Both see change as limited. Both view the 'revolution' as conservative. There is an indication of different contemporary approaches to the revolution. There is indication of different interpretations from different periods. There may be comment on Trevelyan as representative of a Whig positivist interpretation of the revolution. Candidates may suggest comment on this through a consideration of the dates of the sources.

- (b) Use **Sources A, B and C** and your own knowledge.

'The 1688–1689 settlement was driven more by James II's religious policies than by his political policies.'

How valid is this judgment?

(20 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

### Indicative content

From the sources:

Source A – Pragmatic; 'True Whigs' who wanted more extensive change

Source B – Pragmatic

Source C – Conservative

Own knowledge:

Candidates should indicate the revolutionary elements, the less radical and the continuity in the upheavals of 1688 and 1689. In indicating the less revolutionary aspects candidates may stress the role of the political elite and the continuity between William's kingship and previous monarchs. Set against this is the change of king and anti-Catholicism. The core of the answer should lie in an examination of the policies of James and their interaction should be used as illustration. In doing so, candidates may refer to some of the following; Declaration of

Indulgence, Godden v. Hales. Plans for the manipulation of Parliament, threat of standing army, Commission for Ecclesiastical Causes, impact of Scotland and Ireland.

## Section B

Questions 3-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

### Standard Mark Scheme for Essays at A2 (without reference to sources)

*Target: AO1.1, AO1.2, AO2*

**L1: *Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

***Or***

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

**L2: *Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

***Or***

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

**L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15****

**L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18****

**L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20****

### Question 3

‘Parliament was more to blame than Charles I.’

How valid is this assessment of the causes of the deterioration in the relationship between Crown and Parliament in the years 1625 to 1629? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

### Indicative content

Charles’s approach to kingship needs examination, specifically his stress on his prerogative. Candidates may consider his lack of communication, reshaping of the court and conspiracy mentality with regard to ‘opposition’. A consideration of Charles’s policy will form the bulk of answers and with regard to this focus should be on foreign policy, religion and finance. Answers at Level 3 and above will set these policies in the context of the deterioration of Charles’s relationship with Parliament most notably through comment on the Five Knights’ case, Petition of Right and Three Resolutions to lead to comment on mistrust. Buckingham as a source of mistrust may also be prominent especially in relation to the foreign policy of the period or the York House Conference. There should also be comment on Parliament’s role. This may come through: tonnage and poundage, financing of foreign policy through the Forced Loan, reaction to Montagu and Buckingham or the Three Resolutions.

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**Question 4**

How far was opposition to Charles I in the years 1629 to 1640 generated by political rather than by religious fears? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

At Level 3, candidates should consider both religious and political concerns. This will come mainly from religious, administrative and financial policies but increasingly there should be an assessment of how both created opposition, the nature and extent of that opposition and its relationship to policy. Better candidates will stress the link between religion and political, that for contemporaries Catholicism and absolutism were one and therefore financial and religious policies were political. At Level 4 and above, candidates may also appreciate the wider aspects of Charles's rule, the nature of his court and the style of rule as perceived as absolutist and catholic. There will also be more developed comment on the nature of opposition across the period. In particular at the higher levels opposition will be linked together and the Personal Rule regarded as a whole, thus as political. Illustrative content will include: for finance, distraint of knighthood, forest fines, monopolies and ship money. For religion, reference can be made to the 'beauty of holiness'. Both can be regarded as political. Administrative may feature in some answers with brief reference to the militia and Book of Orders. Opposition will be assessed by reference to St. Gregory's case, Prynne, Burton and Bastwick, the Scottish Rebellion and Hampden's case in particular. Stronger responses will comment on the link between the Scottish rebellion and Hampden's case. Emigration may also be commented on as opposition. The general unity of MPs in 1640 can also be used to indicate concerns about Charles's policies. More sophisticated examination of the nature of opposition may come from reference to Hyde's comments or the diaries of the Kent gentry and understanding of their illustration of underlying discontent that grew through the period.

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**Question 5**

'The division between Parliament and the army was more important than the role of religion in bringing about the regicide.'

How valid is this assessment?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

Candidates should have a secure knowledge of the period from the Heads of the Proposals of 1647 to the regicide of 1649. Better answers will appreciate how the radicals such as Cromwell and Ireton reacted to Charles and were forced into the regicide by necessity, but had also to justify their position through providence to both Charles and Parliament. In particular the period after the Second Civil War when a grouping Parliament sought to negotiate through the Newport Treaty can be considered for the division between Parliament and army. Windsor Prayer Meeting as example of religion. This division resulted in the production of the Remonstrance and Pride's Purge which were the basis of the army's determination to act against Charles I.

**Question 6**

Following the execution of Charles I, why did it prove so difficult to achieve an acceptable religious and political settlement in the years 1649 to 1659? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

**Indicative content**

For Level 3 and above, there should be some consideration of the range of factors that hampered the regimes of the period from achieving religious and political stability, e.g. the revolutionary context, the split between the Rump and army, the divisions in the Cromwellian alliance, financial problems or the essential military nature of his rule. Some, however, may comment that the years 1653–1658 in the context of the period 1649–1660 were ones of relative political stability. Better candidates will appreciate that social, religious and political considerations were always linked. Candidates should show how religious views and policies over the period hampered political stability. Most will point out the apparent contradiction between Cromwell's religious radicalism and relative political conservatism and how his desire for 'toleration' and 'reformation' was not acceptable to the traditional gentry or even elements of the Cromwellian coalition. This could be illustrated through reference to the framework of the instrument, the Triers and Ejectors, the cases of Biddle and Nayler, or the instructions to the Major-Generals. The social element in particular can come from the threat of the Ranters, Diggers or Quakers.

**Question 7**

To what extent was Oliver Cromwell as Lord Protector more successful than Charles II in foreign policy? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

There needs to be some assessment of both rulers for Level 3. Increasingly at Level 3 and above, the assessment will consider what each ruler sought to achieve as well as the national interests. In making an assessment, a range of illustrative examples should be used; for example, Cromwell's campaigns against Spain and France and Charles II's policies towards the Dutch and French. Candidates may also comment on this in terms of how contemporaries viewed the foreign policy or the prestige of England under both men. This may also be considered from the perspective of how other countries approached England under each ruler.

**Question 8**

'Clarendon's real failure was at court rather than in his policies.'  
Assess the validity of this view of Clarendon's fall from power. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

For Level 3 and above, candidates should assess both factors. As well as an outline of policies, the role of Charles II needs consideration for Clarendon's position at court. Clarendon's relationship with Charles II was problematic and factional infighting at court also left Clarendon isolated. The failings in religion, finance and specifically the Dutch War led to Clarendon's position being further undermined by rivals at court. Candidates can also consider the motivation of Charles and the sacrifice or abandonment of his minister.

Candidates may comment on the fundamental weaknesses in Clarendon's seemingly pre-eminent position.

- **Personality:** Clarendon's business-like approach to everything and power over government made him arrogant and dismissive of others. He came across as self righteous. Not only did these traits stop him building a political network of support, more importantly, they increasingly alienated the king.



- Privy Council: these personality traits meant he did not manage the Privy Council to his advantage in terms of a support base.
- Parliament: similarly Clarendon did not manage Parliament and thus allowed opposition to develop.

Some may consider Clarendon's failures to take account of the politics of Privy Council and Parliament can be seen to be because of his passive approach to managing them. Despite his pre-eminence, his failure allowed his rivals to outmanoeuvre him. The real weakness in Clarendon's position was, however, his relationship with the king. While Charles II may have recognised Clarendon's skills he did not like him. It was therefore easy for Charles to use Clarendon as a scapegoat. Candidates may refer to some of the issues that Clarendon was blamed for: no heir to the throne: Clarendon had negotiated, with the support of the council, the marriage of Charles II to the Portuguese princess, Catherine of Braganza. The failure of this union to produce children was turned against Clarendon; the sale of Dunkirk; Clarendon sold this for £300,000; the Clarendon Code: imposition of religious conformity; jealousy: political rivals were jealous of his influence; daughter's marriage; Clarendon's daughter, Anne, married Charles's brother James who was next in line to the throne; the Dutch War: Clarendon had tried to prevent a war against the Dutch but was blamed for how badly it went.

### Question 9

To what extent was the Exclusion crisis of 1678–1683 political rather than religious?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

### Indicative content

At Level 3 and above, candidates need to address both the political and religious aspects of the 1678–1683 crisis. In making a judgement it is likely that better answers will stress the link between the two factors in the crisis. Some candidates may also assess the level of the crisis. Others, in responding through consideration of Charles's actions, may judge this as a political crisis to which he reacted politically. For focus on Charles's actions, candidates might comment on the following; admission of opponents to the Privy Council, the exile of James, Danby's dismissal, refusal to interfere with the Popish Plot trials, resistance to Shaftesbury and the use of Charles's prerogative powers.

### Question 10

How important was the influence of events in Ireland and Scotland on England in the years 1649 to 1689? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

**L1: 1-6**

**L2: 7-11**

**L3: 12-15**

**L4: 16-18**

**L5: 19-20**

### Indicative content

Consideration needs to be broad given the scope of the period and question. Thus candidates should illustrate their comment through a range rather than depth of examples, such as, impact on shaping Cromwellian period, restoration or revolution. Reference can be made to the intervention of Charles Stuart and the Scots in 1649–1651, the need to occupy Scotland in the 1650s, the intervention of Monck in 1659/60, the re-imposition of monarchy and the continuing issues raised the religious diversity of the multiple-kingdoms and James and Ireland.