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# AS HISTORY

Paper 2E The English Revolution, 1625–1642

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**Mark scheme**

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

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

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## AS History Paper 2 Specimen Mark Scheme

### 2E The English Revolution, 1625–1642

#### Section A

0	1	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why there was a breakdown between Crown and Parliament by 1629?	<b>[25 marks]</b>
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*Target: AO2*

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

#### Generic Mark Scheme

<b>L5:</b>	Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context.	<b>21-25</b>
<b>L4:</b>	Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context.	<b>16-20</b>
<b>L3:</b>	The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context.	<b>11-15</b>
<b>L2:</b>	The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context.	<b>6-10</b>
<b>L1:</b>	The answer will <b>either</b> describe source content <b>or</b> offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

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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 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.**

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

**Source A:** In assessing the value of this source as an explanation, students may refer to the following:

### Provenance and tone

- Clarendon was writing some time after the events. This could allow for some objectivity as he is not directly influenced by the emotions generated at the time
- students may also refer to the fact that Clarendon was a Royalist, which may also suggest that he was not inherently opposed to Monarchy or Charles
- the style of the source may be commented on; phrases such as ‘never before heard of’; ‘with great rigour’ and ‘gentlemen of prime quality’ may be suggestive of bias.

### Content and argument

- Clarendon argues that Parliamentarians were justified in their actions and the Petition of Right was no threat to the Crown
- they were unfairly treated for asserting their rights.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- the extent to which Parliaments responded to provocations in the period, or were more assertive than is suggested in the source
- to challenge and/or corroborate some of the detail in relation to the King’s actions
- the extent to which the Petition of Right was of no threat to the King

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

**Provenance and tone**

- Charles was writing at the time and this may suggest that he had had little opportunity to reflect. This is, however, a proclamation with the clear intention of setting out considered views
- the style of the source may be commented on; phrases such as, ‘never heard of until late’; ‘all sorts of men’; ‘all sorts are entertained’ and others are indicative of strongly held and uncompromising views.

**Content and argument**

- the proclamation argues that Parliament is extending its privileges
- doing so disturbed good government
- the King’s exasperation with Parliament’s actions is clear.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- the extent to which Parliaments had attempted to extend their privileges as suggested
- the new role and areas of involvement that Parliament was developing
- the extent to which Parliament had had such a limited role in the past

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) the sources indicate entrenched, opposing views and, as such, are valuable in explaining the breakdown. They may point out that Clarendon’s views are more detached and follow a period of reflection which may add to its value over Source B. Any supported argument as to relative value should be fully rewarded.

**Section B**

<b>0</b>	<b>2</b>	'Financial failures undermined the Personal Rule of Charles I.'
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Explain why you agree or disagree with 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**

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|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

### **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 may refer to some of the following in support of the proposition:

- the restoration of 'feudal fiscalism' caused resentment amongst the Political Nation which was particularly affected
- the exaction and extension of Ship Money led to a direct challenge in Hampden's Case
- Charles simply could not afford to fight the Scots in the late 1630s and this effectively brought an end to the Personal Rule.

Students may refer to some of the following to balance the argument:

- whilst there was peace, Charles' financial policies did make the Crown solvent and Hampden did lose his challenge
- the collection of feudal exactions was reasonably successful and there was little opposition until other factors intervened
- it was a combination of factors, not just one, that ultimately undermined the Personal Rule: religion and the wars with Scotland in particular.

- 0 3** 'Division over religion was the reason why Charles gained support in the Long Parliament.'

Explain why you agree or disagree with 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

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement.   | <b>21-25</b> |
| <b>L4:</b> | 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question.   | <b>11-15</b> |
| <b>L2:</b> | The answer will be 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |



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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 may refer to some of the following points in support of the proposition:

- much of the opposition to Charles' religious policy had centred on Laud. His arrest and imprisonment satisfied many MPs
- Charles' declaration that he would adhere to the Church as established by Elizabeth also seemed to rule out changes that had angered many
- the growing and radical demand for 'root and branch' reform of the Church rallied those who supported the Church as established under Elizabeth
- the emergence of radical sects was seen as a threat to social order.

Students may refer to some of the following points to balance the argument:

- some MPs resented the control exercised by Pym and his group and increasingly sought a more moderate policy
- the Grand Remonstrance and its demands clearly divided MPs who turned to Charles
- as events moved to more entrenched positions, including the attempt to arrest the Five Members and Pym's response to this, many members of the Political Nation reverted to traditional loyalties out of fear of more damaging consequences posed by radicals.

