



A-level HISTORY 7042/1D

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

Mark scheme

June 2019

Version: 1.0 Final

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

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

Further copies of this mark scheme are available from aqa.org.uk

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

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Puritanism in the years 1603 to 1640. **[30 marks]**

Target: AO3

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.

Extract A: In their identification of Bremer’s argument, students may refer to the following:

- for Bremer the heart of Puritanism was the attempt to transform society through example
- Puritanism defined by self-identification and how others perceived them
- Puritanism driven by anti-Catholicism and desire for further reformation
- Puritans had much in common with other Protestants but driven by more intense belief.

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

- The Bible, as word of God, was central to Puritans. The King James Bible of 1611 came from the Hampton Court Conference of 1604 and, despite its political advantages for James in removing the Geneva Bible, it was welcomed by the majority of Puritans
- Puritans did see themselves as the ‘elect’ and this led to criticism from others and reinforcement of the developing popular image of Puritans as portrayed by Ben Johnson and others
- the Millenary Petition of 1603 focused on removing the ‘vestiges of Catholicism’ and better education for ministers
- Puritan can be seen more as a ‘temperament’ rather than a clear list of defined characteristics and this is seen in the scope of definitions by Historians or the range of people who could be labelled Puritans in the early modern period from Pym, Cromwell or Lilburne.

Extract B: In their identification of Wrightson’s argument, students may refer to the following:

- Wrightson argues that Puritanism should be defined more as a political movement than religious as this distinguished them more from other Protestants
- Puritanism sparked conflict when Puritans sought to impose their self-discipline on the wider communities around them
- Puritanism became a term of abuse because Puritans created conflict with their neighbours
- Puritan activism made it an aggressive movement that led to conflict.

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

- Puritans were a minority and the more extreme were separatists, but the majority of Puritans had much in common with other Protestants, particularly their shared anti-Catholicism
- Puritans have been described as the ‘hotter sort of Protestants’, i.e. similar to the majority English Calvinists but defined by their greater intensity
- Puritan was a term of abuse derived from their own perception of themselves as the ‘godly’, and thus projecting an image of being better than others in their communities, which was reinforced by their desire to impose their moral code on the rest of society through the reformation of manners or enforcement of sabbatarianism
- Dorchester, in the 1620s, or other examples of Puritans trying to transform communities may be referenced as examples.

Extract C: In their identification of Spurr’s argument, students may refer to the following:

- for Spurr, early Stuart Puritanism was politically passive until Charles I’s ‘revolution’
- Puritan energy focused on practical elements of worship rather than political action
- Puritans could be seen as politically conservative as there was sympathy from much of the Church hierarchy with their agenda
- Charles’ ‘revolution’ redefined Puritanism by broadening those who had sympathy with some Puritans in reaction to the imposition of anti-Calvinism.

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

- the majority of Puritans were moderate and had much in common with leading church men, like Archbishop Abbott, until their increasing removal in Charles’ Arminian revolution
- James’ ‘Jacobethan balance’ allowed most Puritans to feel they belonged in the Church and this was reinforced by James’ pragmatic use of Bancroft’s Canons or the Oath of Allegiance
- the Millenary Petition, 1603, indicated that some Puritans sought further reformation through political action and expected James’ experience of Presbyterianism to make him more open to reform
- Charles I did break the ‘Jacobethan balance’ through the imposition of Arminianism and this, over time, drew more moderate Calvinists in line with elements of Puritanism.

Section B

- 2** How far was the growth of political and religious radicalism in the years 1640 to 1660 due to the breakdown of authority in State and Church? **[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 growth of political and religious radicalism in the years 1640 to 1660 was due to the breakdown of authority in State and Church might include:

- the collapse of Church authority and Church courts led to a more limited censorship and outbreaks of iconoclasm and later to movements such as the Ranters
- questioning of Charles' authority as divine right monarch and therefore as Supreme Governor helped stimulate political and religious radicalism
- limits of authority during time of war allowed development of radical groups like the Levellers and Diggers
- questioning of legitimacy of Interregnum regimes helped the development of radical groups like the Fifth Monarchists and Quakers.

Arguments challenging the view that the growth of political and religious radicalism in the years 1640 to 1660 was due to the breakdown of authority in State and Church might include:

- the influence of the New Model Army as a source of radicalism through millenarian officers, regimental chaplains, prayer meetings or as a 'gathered church'
- the impact of war and regicide further stimulated radicalism by appearing to mark the collapse of accepted authority or by feeding the dynamic of millenarianism
- influence of key radical individuals, including Cromwell, Harrison, Nayler or Winstanley
- momentum of movements, such as the Levellers or Quakers or individuals on spiritual journeys, such as Laurence Clarkson and the concept of individuals as 'Seekers'
- attempts at imposing control through the period, e.g. Blasphemy Act, establishment of Protectorate as a more conservative political structure as well as the freedoms allowed by, for examples, Clauses 35 to 37 of Lambert's Instrument of Government.

While most will agree with the contention, there should also be some consideration of development over time through examples of groups such as the Levellers or the role of the New Model Army. In considering examples of radicalism, students will hopefully show the link between political and religious radicalism. Stronger responses will give some context about the authority of the State and Church in the period in relation to radicalism and many may outline changes over the period, the increased radicalism of 1646 to 1649 or 1659 to 1660, as well as attempts at re-imposing control by the Rump or Protectorate, for example, the Committees for the Ejecting of Scandalous Ministers or the system of Triers. Students may consider other factors such as the impact of war, development of printing or the role of individuals such as Cromwell, Lilburne, Winstanley, Nayler or Thomas Tany.

- 3** To what extent was Charles II personally responsible for the success of the Restored Monarchy in the years 1660 to 1681? **[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 Charles II was personally responsible for the success of the Restored Monarchy in the years 1660 to 1681 might include:

- Charles' pragmatism and focus on not going on 'his travels again' underpinned his style of kingship and his willingness to work with the Political Nation
- Charles' open character allowed him to play the role of a Personal Monarch and allow the Points of Contact with the Political Nation and his subjects to function
- Charles' ruthlessness in dealing with political opponents or willingness to use ministers for his own ends as shown by the trials of October 1660, the scapegoating of Clarendon or the removal of the Cabal
- Charles' flexibility in his religious and political views allowed him to manage the different groups and problems he faced across the period. This can be seen in his acceptance of the Clarendon Code or his approach during the Exclusion Crisis of compromise and use of his prerogative
- Charles' willingness to adapt how he ruled to the differing contexts for the various stages of his rule, 1660–67, 1667–74, 1674–1678 and 1678 to 1681 meant that he could adapt and manage the different political problems of the different stages of his rule.

Arguments challenging the view that Charles II was personally responsible for the success of the Restored Monarchy in the years 1660 to 1681 might include:

- availability of finance from Louis XIV after the Treaty of Dover 1670 made it easier to manage Parliament, although his apparent pro-French and pro-Catholic leanings caused concern among the Political Nation. This could still be balanced against Charles' personal link with his cousin Louis securing these funds
- the 'experience of defeat' and development of latitudinarianism made it easier to manage religious and political radicals despite the Cavalier Parliament's imposition of the Clarendon Code
- goodwill of Political Nation, in the context of restored monarchy, Charles to deal with the immediate problems he faced in the years 1660 to 1665, particularly the constitution and finance
- limits of Charles' real success shown by, for example, failure in foreign policy, financial problems or the lack of reform to address the structural issues that underpinned a 'crisis of state'
- real power was held by the Political Nation as shown by the Clarendon Code, the 1673 Test Act or even in the years of Charles' apparent absolutism after 1681.

Charles' rule, in the years to 1681, can be seen as a success by his own priority of staying on the throne and it was this, and his character, that in a time of Personal Monarchy, shaped his style of kingship. His rule can also be seen as a short-term success in dealing with immediate issues from the Interregnum. Charles also successfully used ministers like Clarendon and Danby. Charles also successfully negotiated the Exclusion Crisis by 1681. All of this was rooted in his pragmatism and flexibility as well as his ruthlessness. Charles could also be seen as a failure in his unwillingness to attempt to address the more fundamental issues of finance and religion. Some may link this failing to his personality and focus on more short-term goals.

4 ‘The triumph of the Political Nation over absolute monarchy.’

Assess the validity of this view of the years 1681 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 years 1681 to 1702 saw the triumph of the Political Nation over absolute monarchy might include:

- 1681–85 witnessed the influence of the Tory reaction rather than a real increase in the power of Charles II
- James II was removed by an alliance of Whigs and Tories representing the elite of the Political Nation and showing their influence over the Crown
- Financial Revolution from 1688 initiated the real shift in power to Parliament through its institutionalisation and thereby cemented formally the influence of the Political Nation
- measures taken by Parliament illustrated the influence of the Political Nation, for example, the Commission for Public Accounts
- Parliament effectively began to oversee foreign policy and this was reinforced by the Act of Settlement
- the developing importance of political parties and ministers reinforced the importance of Parliament
- the significance of the Bill of Rights or Act of Settlement

Arguments challenging the view that the years 1681 to 1702 saw the triumph of the Political Nation over absolute monarchy might include:

- the monarchy was never truly absolutist and the Political Nation had always held real power, as shown by the period 1681 to 1685, when the Tory agenda shaped what Charles could do and again under James II. The Glorious Revolution can be seen as a coup, the ‘revolution of the centre’
- the bulk of the Political Nation remained essentially conservative and did not want to be in government
- in 1702 the monarchy still had few restrictions on key aspects of power
- William III became more powerful as he was head of a state that became more powerful through the resolution of the ‘crisis of state’ and the development of the ‘fiscal-military state’
- much of the Political Nation remained interested in ‘country’ affairs and it was only a small group within the Political Nation who exercised power centrally and this became more institutionalised by the development of the financial sector and the institutionalisation of Parliament as it moved from being an ‘event’.

The monarchy did change in this period, especially after 1688, but it was not a simple transformation from absolutism to constitutional monarchy. 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 Parliament that led to a greater formalisation of the roles of both and, in particular, of Parliament due to the need to finance William’s wars.