
A-level History

7042/2E-Component 2E The English Revolution, 1625–1660
Mark scheme

June 2018

Version/Stage: 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

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 2E The English Revolution, 1625–1660

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Cromwell's dissolution of the Rump Parliament in April 1653. **[30 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. 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 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.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- useful as an account of an eyewitness but care needed as Algernon Sydney, as a Republican and supporter of the Rump, was against Cromwell and the dissolution of the Rump Parliament
- while Sydney was an eyewitness his reflection is written in his private Memoirs and thus may have included later reflection but was also not designed to shape an argument for a targeted audience
- Sydney's tone, despite being a supporter of the Rump, is relatively neutral and thus reflects his later construction of his account and that it is for his own private Memoirs. Sydney still places clear emphasis on Cromwell's responsibility for the dissolution with indications of Cromwell's position as a General and use of troops as indicative of the MPs belief that this was an unconstitutional army coup.

Content and argument

- the reasons for the dissolution of the Rump were triggered by its discussion of a Bill for a new representative which Sydney outlines but gives no detail to the nature of the Bill which is the key source of contention in relation to the motives of Rumpers like him and Cromwell's reaction
- Sydney's account of Cromwell's speech, which a neutral recording of it, fits with other known recollections of it, such as Ludlow's in Source C
- Sydney's reference to the use of troops already organised and the prominent role of the Fifth Monarchist officer Harrison fits with other accounts of the method of the dissolution and benefits from the personal element of Harrison's interaction with Sydney
- Sydney does not give any detail to Cromwell's charges against the Rumpers. While this may reflect his overall neutral tone, it may also be shaped by his unwillingness to accept the veracity of some of the charges laid by Cromwell against the Rump, particularly with regard to using the Bill for perpetuating their power or the charges he laid out against individual members.

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

Provenance, tone and emphasis

- as an account from Cromwell from the time, the main actor in the dissolution, this is clearly a useful perspective to have, although one that will need treating with real care
- Cromwell is reviewing his actions in a speech to the next parliament and thus there is clearly an element of self-justification as well as an audience who benefited from his dissolution of the Rump
- Cromwell's tone and emphasis is directed to a justification of his actions in the broader context of the army and the cause but also directed clearly at placing the blame for the dissolution on the actions of the members of the Rump Parliament.

Content and argument

- Cromwell clearly believed, or sought to project the view, that the Bill was designed at perpetuating power. This could be set in the context of his removal of the Bill and the possibility that it called for fresh elections, in themselves also a threat to the influence of the New Model
- the New Model on a number of occasions, specifically after Dunbar and Worcester, did directly address the Rump with regard to its role in reform and therefore did feel justified in taking action over the lack of reform
- the New Model were worried by the Rump's discussions of financing of the army and reducing its numbers
- Cromwell set the action against the Rump as that of the godly, represented by the army and the new representative.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Ludlow as a republican and Rump MP was an opponent of Cromwell and the dissolution of the Rump
- Ludlow's account is limited by his absence from the Rump on the day of its dissolution and his later construction of his Memoirs. This may be balanced by his information being based on the account of Harrison who took a leading role in the dissolution, even though Harrison moved to an anti-Cromwell position after the removal of the Nominated Assembly
- while private Memoirs, Ludlow clearly shaped his account with an anti-Cromwell tone.

Content and argument

- Ludlow argued that the Bill was for the Rump's dissolution but does not give any details with regard to the nature of the resultant new representative
- Ludlow outlines the nature of Cromwell's justification to the Rump based on their apparent aim at perpetuating themselves in power
- Ludlow references the vile nature of Cromwell's attack on some MPs which is related in other sources that refer to Cromwell's attack on specific MPs, such as Henry Marten and Henry Vane, as drunkards and whoremasters
- Cromwell's focus on Presbyterians and lawyers reflected a feeling in the army that the Rump was dominated by interests that were essentially conservative and would not bring about the reform that the New Model wanted.

Section B

- 02** 'Buckingham was the cause of the deterioration in Crown-Parliament relations in the years 1625 to 1629.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that Buckingham was the cause of the deterioration in Crown-Parliament relations in the years 1625 to 1629 might include:

- Buckingham as Lord High Admiral had responsibility for foreign policy
- Buckingham as the favourite had enormous influence over the King
- Buckingham had a prominent role in the York House Conference
- Buckingham had exploited his position as favourite to his own benefit and that of his relations, as in the case of monopolies.

Arguments/factors challenging the view that Buckingham was the cause of the deterioration in Crown-Parliament relations in the years 1625 to 1629 might include:

- policies, specifically foreign policy, were decided by Charles I not by Buckingham
- Parliament did not want to directly attack the King and there was a tradition of focusing on ‘evil counsellors’ as scapegoats
- finance was a source of tension more than Buckingham as seen by issues of tonnage and poundage, vote of £140,000 or the Forced Loan
- Arminianism was a source of tension more than Buckingham as is clear over Montagu, York House or in the Three Resolutions.

Buckingham was used as a scapegoat by some MPs who were reluctant, or fearful, of directly criticising the monarch. Focusing on Buckingham also sat more easily with accepted concepts of ‘evil counsellors’ and ‘good government’ for the political nation as focus on the favourite avoided more awkward questions about the system that opened up implications for their part in it. Buckingham’s dominance as the favourite also meant that he was an obvious target for criticism, reinforced by his prominence at the York House Conference and more obviously as Lord High Admiral with oversight of the failures in foreign policy. Nevertheless, the majority of MPs were well aware of Charles’ responsibility but were also focused on broader issues such as finance and religion as concerns. It was actually the combination of the role of the favourite, finance, foreign policy and religion that led to increasing tension in Crown-Parliament relations. What underpinned this developing tension, however, and became even clearer after Buckingham’s assassination was Charles’ style of rule which made practical issues more serious constitutional disputes, as was seen in the case of Montagu in 1625–6.

- 03** 'In the years 1640 to 1642, developments outside Parliament were more important than those inside it in bringing about the outbreak of civil war in England.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that in the years 1640 to 1642, developments outside Parliament were more important than those inside it in bringing about the outbreak of civil war in England might include:

- the impact of iconoclasm
- the actions of the London Mob
- 15000 signatures for the Root and Branch Petition
- the significance of the Irish Rebellion
- the actions of religious radicals in the counties after March 1642 in triggering conflict.

Arguments/factors challenging the view that in the years 1640 to 1642, developments outside Parliament were more important than those inside it in bringing about the outbreak of civil war in England might include:

- the actions of Charles I in instigating the 5 Members' Coup as a trigger for division
- the actions of parliamentary radicals, particularly Pym with the Grand Remonstrance
- the importance of events in Parliament causing division, e.g. Strafford, Militia Bill, Militia Ordinance
- the parliamentary basis of the process of Constitutional Royalism.

Division in Parliament was a key element in why civil war was able to happen in England as it meant there was a 'royalist party' and two sides necessary for conflict. Civil war was also caused by the reactive process of Constitutional Royalism which also helped to underpin this division. Key issues, such as religion and the militia also provoked division by forcing the question of allegiance. The varying factors that divided Parliament were also linked, however, to other causes of conflict outside of Parliament, such as events like the Irish Rebellion. Some may illustrate the interaction of events outside of Parliament with radicals in Parliament, for example, Pym's links with the London mob. Ultimately, some may argue that even with division at its most pronounced in Parliament in March 1642 it took the actions of religious radicals, notably millenarian activists, outside of Parliament to actually spark conflict in the period March to August 1642.

- 04** How important was religious radicalism in the New Model Army in bringing about the regicide? **[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/factors suggesting that religious radicalism in the New Model Army was important in bringing about the regicide might include:

- the importance of religion within the New Model to their cause, as exemplified by core of officers, regimental chaplains, regimental banners and publications, underpinned regicide
- the significance of the New Model's Windsor Prayer Meeting of April 1648
- the significance of leading millenarians in the officers corps, like Thomas Harrison and Henry Ireton as Bible Republicans who were most prominent in the decision for regicide
- the overt religious elements of Pride's Purge that enabled the army to set up the trial of Charles I
- the importance of the concept of providence for leading officers in the New Model in justifying regicide.

Arguments/factors challenging the view that religious radicalism in the New Model Army was important in bringing about the regicide might include:

- regicide was a political reaction by Ireton and other leading officers to Charles' refusal of the Heads of the Proposals of July 1647
- regicide was a political response to the increasing division between Parliament and the New Model from the outcome of the Second Civil War
- Pride's Purge was a political reaction to the continuation by Parliament of the Newport Treaty
- regicide was a political necessity for the New Model because of Charles' refusal to negotiate in 1648 and even at his trial
- Political/Classical Republican elements, rather than Bible Republicans, within those who were regicides.

The regicide was a combination of political and religious reasons, both providence and necessity. Driven by the refusal of Charles to negotiate and then the threat that elements in Parliament would come to a separate settlement with the King, a core of millenarian officers in the New Model increasingly saw the regicide as providence in light of Charles' actions and the outcome of the Second Civil War. Their political actions were justified in religious terms as for them the two were fundamentally linked. By securing a political settlement through regicide a religious settlement and the chance of the Christ's second coming was more likely.