

A-level  
**HISTORY**  
**7042/2E**

Component 2E The English Revolution, 1625-1660

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**Mark scheme**

June 2020

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 Examiner.

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

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## 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.

**Section A**

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Oliver Cromwell.

**[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

- for provenance, comment needs to be made on the advantages and disadvantages of a speech from Cromwell himself
- for provenance, comment can be made on the audience of Cromwell's speech
- for provenance, comment can be made on the date of Cromwell's speech in the context of the issues over Kingship
- the tone and language can be commented on in terms of Cromwell justifying his position and removing any indication of personal ambition as part of his approach to politics.

### Content and argument

- Cromwell presents an argument that he had stepped in to politics to avoid further conflict
- comment may be made that interpretation of Cromwell's motivation depends on how contemporaries and historians interpreted the different stages of Cromwell's career and examples of critical moments could be referenced, eg the regicide, 1653, the Major Generals or Kingship
- reference may be made to Cromwell's comment on Kingship to provide the context for this speech and that it had been Parliament that had offered him the post
- reference may be made to the other reasons for Cromwell's refusal of Kingship, his religious beliefs and pressure from the army. Reference can be made to his exchange with William Bradford, the army petition or his relationship with the three main grandees, particularly Lambert.

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

### Provenance, tone and emphasis

- for provenance, comment can be made on Bethel as a republican and the negative views of Cromwell as Protector of republicans
- for provenance, comment can be made on the construction of the Memoirs 10 years after Cromwell's death, the benefits of a broader view against the distortion of a later reflection
- for provenance, comment may be made on the title of Bethel's piece as indicating the argument he wants to construct
- tone and emphasis stress the negative steps Cromwell took to secure his own position. The use of listing examples provides a negative tone that Cromwell was ruthless in his own ambition.

**Content and argument**

- Cromwell was self-serving and manipulated different groups for his own ends
- Cromwell played off the different groups against each other to benefit his own position
- Cromwell used his speeches to manipulate his different audiences as can be seen in the speeches he made in relation to the Major Generals or Kingship
- Cromwell did make a series of long speeches to his Parliaments but most of these were to set up Parliaments or in response to prompts by his Parliaments. Most of the time Cromwell left his Parliaments free as he saw fit by his conception of his role
- a range of examples of previous allies did believe they had been betrayed by Cromwell by his changes of direction from 1649 onwards, the Levellers, the republicans, the Major Generals.

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

**Provenance, tone and emphasis**

- for provenance, comment can be made on the time of its production in 1656 and the immediacy this gives the report, but also the limited perspective
- provenance can be commented on as a report from an outsider, with the advantages and disadvantages of this, as seen in some of the generalisations of judgement in the content
- for provenance, comment can be made on an Ambassador being expected to report on events as accurately as possible, being expected to find out information, have contacts in the government but also perhaps being limited to a London perspective. Comment may also be made on Venice being a republic
- tone and emphasis can be commented on in terms of reporting information to his leaders but emphasis is put on Cromwell's ambition. There is also a clear negative tone in relation to comment on religion, eg reference to 'cult', which reflects the perspective of a Catholic but also one confused by the proliferation of religious groups in England at the time.

**Content and argument**

- Cromwell could be described as a Seeker and he was not clearly aligned to one group. He had good relationships with a range of different individuals from different religious perspectives
- others felt Cromwell broke off alliances with different groups and shifted political alliances. Contemporaries did feel betrayed by Cromwell's shifting position, for example the millenarian Thomas Harrison
- the reference to 246 religions in London is clearly exaggerated but can be seen in the context of the appearance to an outsider, especially one whose Catholicism shaped such a negative response to the new groups that were emerging in England or were reported in exaggerated terms in the press
- Cromwell was not elevated to power immediately following the regicide and various examples could be referenced to his lack of ambition, for example, after the removal of the Rump or the Protectorate being engineered by Lambert
- there is a clear misunderstanding of the nature of religious groups in England, as shown by references to the Independents.

**Section B**

**0 2** 'Charles I's style of rule was the main source of conflict between Crown and Parliament 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 supporting the view that Charles I's style of rule was the main source of conflict between Crown and Parliament in the years 1625 to 1629 might include:**

- Charles escalated the tension over the religious issue of Montagu into a constitutional dimension by his provocative response to Parliament
- Charles added to the tension over finances by his lavish purchase of the works of the Duke of Mantua
- Charles' manipulation of the judgement in the Five Knights Case was seen as an example of his duplicity
- Charles' refusal to sacrifice Buckingham as a scapegoat escalated the tension between Crown and Parliament
- Charles' response to the Petition of Right further undermined the trust in his relationship with Parliament.

**Arguments challenging the view that Charles I's style of rule was the main source of conflict between Crown and Parliament in the years 1625 to 1629 might include:**

- finance was an issue between Crown and Parliament, as seen by tonnage and poundage, the Forced Loan and general costs of foreign policy
- Buckingham's domination of patronage was an issue for the Political Nation
- religious policy created tension among the essentially Calvinist Political Nation
- Parliament can be seen as aggressive in its limited subsidies, attacks on Montagu and Buckingham or consideration of the Bill of Rights and eventual Three Resolutions. Charles' March 1629 Declaration indicates that he saw those against him as a motivated minority who were misleading the Political Nation
- conflict can be overplayed. The majority of the Political Nation wanted compromise and this was the reason for the presentation of a Petition in 1628 rather than a more formal statement. No one expected, in 1629, that there would be 11 years without another Parliament.

Students can stress that Charles' style of rule did add to the developing tension between Crown and Parliament. The root of Charles' Kingship was shaped, in a time of Personal Monarchy, by his personality. It can be argued that Charles struggled to communicate and expected conformity, having an inflated belief in his own rectitude and a narrow view of the divine right of kings. However, some may point out that there were key structural issues that would have led to tension no matter who was monarch, as shown by the reigns of James I and Charles II, kings with a pragmatic approach to ruling. Finance, foreign policy, religion and the nature of constitution would have been issues and some may structure a response around these. Charles' style of rule simply heightened the tension. It could also be argued that, despite the issues between Crown and Parliament, there was no fundamental breakdown in the relationship between Crown and Parliament as the Political Nation was essentially conservative and had a vested interest in making the political system function to maintain their influence in the hierarchical structure.



**0 3** How important was the impact of events in Ireland in 1641 to the outbreak of civil war in England in August 1642?

**[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 impact of events in Ireland in 1641 were important to the outbreak of civil war in England in August 1642 might include:**

- the leaders of the Irish Rebellion of October 1641 claimed they were acting in Charles I's name and produced a forged proclamation to reinforce this. This further undermined trust in Charles in England already damaged by the Incident
- the Irish Rebellion further fuelled the fear of anti-Catholicism that underpinned the drive for many more Puritan MPs and members of the Political Nation
- the fears aroused by the Irish Rebellion allowed Pym to seize the initiative in Parliament and through its various committees. This, in turn, led to a moderate reaction against King Pym
- Irish Rebellion led to the Militia Bill, which in turn led to the Grand Remonstrance. Both have been seen as dividing Parliament and leading to the further development of constitutional royalism.

**Arguments challenging the view that the impact of events in Ireland in 1641 were important to the outbreak of civil war in England in August 1642 might include:**

- war in England did not break out until August 1642 so there were clearly other events after the Irish Rebellion of October 1641 that could be seen as more immediate triggers
- there was already tension in Parliament in England before the Irish Rebellion, as seen by the issue of Wentworth and the Bill of Attainder
- it was the development of constitutional royalism as a process of reaction to parliamentary radicalism across the years 1640 to 1642 that provided a royalist party without which civil war would not have been possible
- it was the actions of religious radicals, specifically millenarian activists, in the period after the Militia Ordinance of March 1642 to August 1642 that triggered actual conflict in England.

Students can argue that the Irish Rebellion of October 1641 was important in forcing divisions in Parliament as MPs had to deal with the immediate issue of the Irish Catholic forces through the Militia Bill. This raised the question of trust with regard to Charles I or Pym. It can also be pointed out that civil war did not, however, break out in England until August 1642. Events such as the Five Members Coup further deteriorated the chances of settlement in England. Some stress needs to be placed on the development of two sides as constitutional royalists' reaction to parliamentary radicalism was crucial for civil war to happen. Even after the Militia Ordinance of March 1642, it was only the actions of millenarian activists that triggered actual conflict.

- 0 4** How significant were the actions of individuals in bringing about the restoration of monarchy in the years 1658 to 1660?

**[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**
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- 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 actions of individuals were significant in bringing about the restoration of monarchy in the years 1658 to 1660 might include:**

- the actions, or limited actions, of Charles Stuart were important in bringing about the restoration of monarchy. Charles was able to present a picture that he would be a constitutional royalist monarch. Clarendon shaped this in his Declaration of Breda, 1660. Charles Stuart, as the representation of monarchy, provided the symbol of order the Political Nation sought amidst the apparent breakdown of order in 1659–60
- the actions of George Monck and Thomas Fairfax were vital preconditions to allow Charles Stuart to arrive safely in London. Thomas Fairfax secured York for Monck to move his forces south from Scotland. Monck had reshaped the New Model in Scotland in to a more conservative force and in reaction to the threat of Lambert communicated with Charles Stuart to establish a more moderate regime in London that, eventually, brought about the restoration of monarchy
- the failure of New Model Army leaders in England, particularly Fleetwood and Lambert, to construct political stability after their removal of Richard Cromwell or the Rump Parliament they brought back, including the short-lived Committee of Safety. The development of constitutional royalism can also be seen as a reaction to the threat posed by Lambert and his links with the Quaker movement
- the failure of Richard Cromwell as Lord Protector or the civilian Cromwellian advisors around him like Broghill, Henry Cromwell or John Thurloe to be able to construct a regime based on the initial positive signs. This could also be linked back to Cromwell's decision to nominate Richard Cromwell as the next Protector.

**Arguments challenging the view that the actions of individuals were significant in bringing about the restoration of monarchy in the years 1658 to 1660 might include:**

- the economic problems of the 1650s were heightened by the harvest failures of 1658 and 1659. The economic slump put further pressure on the regimes and was another part of the reason for the Political Nation seeking the security of order provided by monarchy
- the threat of the Quaker movement saw the Political Nation and key figures within the state consider a return of monarchy as the best way to provide political stability
- the threat posed by the New Model Army provoked the Political Nation and civilians within the regimes to move to a more constitutional royalist position
- the political instability after Cromwell's death was linked to the competing groups, republicans, civilian and military Cromwellians, not being able to construct a lasting alliance to provide political stability
- the failure of the regimes of 1658 to 1660 to prevent a return of monarchy was based on the failure of all regimes since 1649 to provide a settlement acceptable to the Political Nation that did not need the support of the New Model Army to sustain it.

Reference should be made to Cromwell's death in September 1658 removing the man who had been able to keep the various remaining groups of the parliamentary coalition together. Students can argue that the failure of Richard Cromwell's Protectorate led to a period of political instability that when combined with the increasing threat of the Quaker movement and an economic downturn made many in the Political Nation but, more importantly, some key figures within the regime, regard a return to monarchy as a way to ensure order and stability, as well as protecting their own positions. Some may stress that the pragmatic presentation of Charles Stuart by Clarendon allowed as many to project on to monarchy what they were looking for in 1660.