



General Certificate of Education

History 5041/6041

Alternative O Britain, 1603–1714

Mark Scheme

2005 examination – June series

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

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

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

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

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

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

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

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:

Either

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
 - analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
 - there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
 - there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
 - effective use of language, appropriate historical terminology and coherence of style.
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Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

Alternative O: Britain, 1603-1714

AS Unit 2: James I and the Making of the Stuart Monarchy, 1603-1625

Question 1

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

Explain briefly what is meant by “outward obedience” in the context of James I’s religious policy. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. willing to go to established service. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. James was willing to ‘tolerate’ moderates, either Catholics or Puritans, who he recognised as not posing a fundamental threat to his authority. James was clearly willing to promote those Catholics who proved themselves loyal and useful, e.g. the Howards. He wanted Catholics who were “quiet” and who would not be “public” about their religion. James’s use of recusancy fines. 2-3

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence about the Puritan threat to Crown and Church in 1603? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. basic statements that the Petitioners wanted James to change the Church. 1-2
- L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. fuller use of the content of the source that indicates the Puritans wanted reform of the Church, probably linked with own knowledge about the removal of the vestiges of Catholicism still apparent in the Church. Some might set the Petition in the context of its immediate presentation as James journeyed south or the idea that it was supposedly signed by 1000 Ministers. Candidates will also use some of the content to illustrate the limits of the threat

through the tone and language used, e.g. ‘it has pleased God to advance your Majesty according to your just claim’, ‘loyal subjects to your Majesty’. **3-5**

- L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. candidates will make more precise use of the content of the source to indicate that the Petition, while an implied threat, was appealing to James’s authority over the Church and moderate in its requests. As such, particular use will be made of the key phrases ‘do not aim at the dissolution of the state church’ or the appeal for James to direct the reform as ‘a good physician’. Some candidates may also use their own knowledge to comment more widely on the limits of the source, in that those who drafted it set out to appear more moderate than they were and attempted to disassociate themselves from Presbyterianism, which was the context from which James approached Puritanism in 1603. **6-7**

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

“James’s use of moderate measures was the main reason for his success in dealing with Puritans and Catholics during his reign.”

Explain why you agree or disagree with this statement. *(15 marks)*

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or***
Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the Sources

Source A can be used to illustrate James's distinction between moderates and radicals that was the basis of his approach to both Puritans and Catholics. Source B can be used to comment on Puritan requests but also on the moderate nature of most Puritans and as such this helped his success. Source C supports the idea that his policy was the basis of his success.

Own Knowledge

The basic structure of most answers should outline what the problems presented by both groups were, James's policies and the level of success. The clarity of illustrative detail and qualifying comment around these themes will be the key in differentiating responses. For example, stronger candidates will be able to show the similar problems in terms of James's authority presented by both groups but also the differences, or the inter-relation between the problems presented by both groups, i.e. the Puritans were driven by anti-Catholicism.

For Level 4 and above candidates should show how his policy of distinguishing between moderates and extremists was a key reason for his success as well as the other factors that helped him, the essential moderate political nature of Catholics and Puritans if not pushed into opposition. James's use of more forceful measures when necessary should also be brought out through comment on, for example, Bancroft's Canons, the Oath of Allegiance or the Declaration to Preachers. It could also be argued that James's approach was also based on his more open 'credal Calvinism' and willingness to recognise the Catholic Church as 'the mother church', although in the case of his links with Arminianism post-1618 this could also create problems. Some candidates may also question the level of success, especially in relation to Puritan responses to his foreign policy after 1618.

Question 2

- (a) Comment on "manage" in the context of preparations for the Addled Parliament of 1614. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. basic statement on the attempts to secure the election of MPs favourable to James. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. a plan for an attempt to secure the goodwill of potential MPs in order to facilitate a more co-operative Parliament, a scheme seen as potentially allowing James to manipulate Parliament to strengthen his prerogative. Recognition of "undertaking". **2-3**

- (b) Explain why the Addled Parliament ended so quickly. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. it was dissolved because of the clash between James and MPs. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. disagreement over financial issues and James resolving to end the Parliament when it was clear that he would not get supply. Impositions as a continuing issue from the First Parliament. The failure of James to manage the Parliament by providing leadership, especially the late appointment of the ineffective Winwood as Secretary of State, or basic reference to the problems created by faction and the leaking of information about the ‘undertaking’ scheme, which alienated MPs. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. clear explanation of how faction undermined the Parliament; the contest between the Howards and the Protestant faction; or the constitutional nature of the issue of Impositions and James’s alienation from Parliament from 1611. **6-7**

- (c) Explain the importance of the role of favourites, in relation to other factors, in undermining James’s relationship with his Second (1614), third (1621–1622) and Fourth (1624) Parliaments. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Extensive coverage of the Parliaments is not expected, but there should be clear illustrative detail and comment with regard to the role of favourites in undermining James's relationship with more than one Parliament in answers at the top of Level 3 and above. For 1614 reference can be made to Carr.

For the Third Parliament the issue of monopolies and their relation to Buckingham might be used. The tension between Bacon and Coke which leads to Bacon's impeachment might also feature in some answers. For the Fourth Parliament most candidates will focus on Buckingham advocating war alongside Charles and the Protestant Alliance. However, some candidates might also bring out how this related to the impeachment of Cranfield who opposed a war strategy but had also introduced the youth Brett to try to oust Buckingham from James's affections. As such, candidates should show clearly how faction and favourites did undermine James's relationship with Parliaments. However, at the top of Level 3 and above candidates should also make some comment about some of the other factors that undermined James's relationship with these Parliaments, such as finance, foreign policy and constitutional questions. Stronger candidates at Levels 4 and 5 will show how these issues were inter-related but also their connection with faction and favourites. For example, one of the reasons why Parliament was so unwilling to vote subsidies or reform the system was because they believed this would just give James more money to lavish on courtiers such as Buckingham. At Level 4 and 5 some might argue that before October 1623 favourites could act as a scapegoat for James.

Question 3

- (a) Comment on "fear of Catholicism" in the context of the attitudes of MPs to the Palatinate Crisis. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. MPs anti-Catholic, concerned about future of Protestantism. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. anti-Catholicism long established and leads to emotional response by many MPs; linked to anti-Spanish attitudes; fear of Catholic victory in Europe; impact on Catholics in England; loss of the Palatinate; impact of the Battle of the White mountain. **2-3**

- (b) Explain why James did not intervene more vigorously in the Palatinate Crisis in the years 1618–1621. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. lack of money. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. religious views; Rex Pacificus; no army; little he could do in practical terms. **3-5**
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L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. saw himself as peacemaker and wanted to achieve this through Spanish Match; more realistic than MPs. **6-7**

(c) Explain the importance of foreign policy, in relation to other factors, in causing conflict between the Crown and Parliament in the Third (1621–1622) and Fourth Parliament (1624). **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should briefly outline James's approach as Rex Pacificus with focus on the Spanish Match and explain why this was opposed by MPs and how. In looking at the tension over foreign policy, candidates should comment on such examples as the Protestation and the Subsidy Act. However, at the top of Level 3 and above other factors will be brought in, such as religion, finance and faction. More fundamentally at Levels 4 and 5 candidates will consider the role of Charles and Buckingham and the nature of the 'conflict'. As such many candidates will question the extent of a constitutional clash or differentiate between the 1621 Parliament and the 1624 Parliament, where James's policy had been adapted. In this regard more detailed focus on the nature of the Subsidy Act would distinguish more analytical responses typical of Level 5, i.e. whilst on the surface, and as argued by historians such as Cogswell, the Subsidy Act and the Monopolies Act might indicate that Parliament had real power, there were signs of co-operation in this Parliament and James indicated through his reply to the Subsidy Act and the limits of Mansfield's expedition that he was still in control.

Alternative O: Britain, 1603–1714

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

Question 1

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

How far do **Sources A** and **B** agree on the role of parliamentary opposition in the political tension of the years 1625 to 1629? (10 marks)

Target: AO1.1, AO1.2

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

Indicative content

Simple statements might point to parliamentary opposition in Source A and not in Source B. More explicit understanding would be indicated by the stress on parliamentary opposition in Source A and a more subtle picture of the nature of opposition in parliament in Source B. As the interpretations are more fully understood candidates may comment on how this is coming from different historians' ideas about the nature of parliament in this period or the differing impact and motivation of opposition expressed in the sources. Source A sees opposition as more ideologically motivated and is essentially still rooted in the Whig interpretation of this period that argued that the Commons sought to seize or shift power away from the Crown. In contrast Source B has a more nuanced (post-revisionist) interpretation of opposition as being not ideologically motivated or organised but more fluid and defensive in reaction to the threat Charles I posed. Thus both agree that Charles provoked opposition but disagree on the nature of this opposition and its role in the political tension of the period. Source A is very direct in its comment on the destructive nature of parliamentary opposition but also refers to the 'crown's arbitrary actions'. Source B is much more focused on parliament reacting to Charles and being defensive.

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

“Charles’s style of government was more responsible for the breakdown of his relations with Parliament than his policies.”

How valid is this assessment of the reasons for the breakdown of Crown and Parliament relations during the years 1625 to 1629? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

From the Sources:

Source C can be used for its direct statement that ‘Charles’s policies and style of government’ alienated his subjects, and this combination will be stressed by good candidates. Source B also has this idea of the combination of Charles’s policies and practice of kingship being the source of the problems. Source A shows ‘development of a “true opposition”, ‘...united...against the crown’s arbitrary actions during the previous two years’.

Own Knowledge:

For Level 3, candidates should have addressed events related to Parliament in the context of Charles’s financial, religious and foreign policies. For example, attempts to impeach Buckingham or the Petition of Right. At the top of Level 3 and above candidates will be

expected to have more direct comment about crown and parliament relations in terms of Charles's style of government. At Level 4 and above candidates will probably have made clear the developmental nature of the breakdown, i.e. the Five Knights' Case, the Petition of Right and the Three Resolutions were, in part, a reaction to the previous issue and combined brought the question of trust to the forefront of many MPs' minds in relation to Charles. Candidates may challenge and argue that it was the Crown's serious financial weaknesses and/or parliament's irresponsibility which was the underlying cause.

Question 2

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

To what extent do **Sources A** and **B** differ about the motives for James II's policies?
(10 marks)

Target: AO1.1, AO1.2

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

Indicative content

Simple statements might be that they disagree on James's wish to establish Catholicism but more explicit understanding would be indicated by recognition of the sources disagreement over James's aims. Source A argues that James had a programme to establish Catholicism and assert royal authority whereas Source B denies this. Development of this might see candidates appreciate that in essence this disagreement was about the direction of James's policies, but the essential difference is the differing interpretations of what motivated James in introducing them that the authors of the sources hold. A greater understanding would see the agreement on acts taken but opposition interpretation of motivation, as Source B points out many contemporaries interpreted James's actions as the author of Source A does.

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

“James II was removed more because of his religious than his political policies.”
Assess the validity of this assessment with reference to the period 1685 to 1688.

(20 marks)

Target: AO1.1, AO1.2, AO2

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

Indicative content

From the Sources:

Source A can be used to refer to James’s actions in trying to repeal those laws he saw as destructive to royal authority. Source B can be used to state that many contemporaries believed James wanted to establish absolutism. Source C can be used to show the extent to which James alienated key groups.

From own knowledge:

Answers at Level 4 and above are likely to set James’s actions in the broader context of the religious, political and social climate of the years 1685 to 1688. The role of William of Orange is important and answers that focus exclusively on James II are unlikely to reach above Level 3. Some candidates may also focus on the role of Louis XIV or on James’s last

minute decision to flee alongside a consideration of his policies which are reviewed in the sources.

Section B

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

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

Target: AO1.1, AO1.2, AO2

L1: ***Either***

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

Or

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

L2: ***Either***

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

Or

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

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

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

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

Question 3

“Charles I’s attempts at reform in both finance and religion proved remarkably successful.”
How far do you agree with this verdict when applied to Charles I’s government in the years
1629 to 1640? (20 marks)

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

Marks as follows:

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

Indicative content

Candidates should outline Charles’s measures in both areas. For finance examples can come from the retrenchment of Weston and Cottington, forest fines, monopolies but particularly Ship Money. Foreign policy might also be mentioned as the treaties of Susa and Madrid allowed a lot of money to be saved. For religion the focus will be on Laudianism and the ‘beauty of holiness’. At Level 3 there should be some clear comment on the degree of opposition to them, why it was provoked and a judgement in relation to this about success. Examples of opposition that might be referred to as illustrative material include the Hampden Case, Prynne, Burton and Bastwick, St. Gregory’s Case, the Scottish Rebellion or attitudes in the parliaments of 1640. At Level 4 and above this assessment will become more focused and detailed possibly questioning the concept of ‘reform’ in relation to the policies, looking at opposition for its significance beyond its immediate impact or the numbers involved and in doing so considering the post-1638 consequences of the alienation created by Charles’s policies.

Question 4

To what extent was the outbreak of civil war in England more a consequence of the actions of parliamentary radicals than of the errors of Charles I in the years 1640 to 1642? (20 marks)

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

Marks as follows:

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

Indicative content

Some candidates may have some overview of 1637–1640 to set the crisis in context or state that Charles’s actions outside of the stated period were also important. In particular Charles had shown that he could not be trusted through the Five Knights’ Case (1627) and the Petition of Right (1628) and this was reinforced in this period by ‘the Incident’, claims he supported the Irish rebels and the Five Members Coup. However, for Level 3 and above there must be some detailed focus on 1640–1642 and the actions of parliamentary radicals and Charles. In particular at Level 4 and Level 5 candidates will show that the response of some ‘radicals’ to the crisis was crucial in creating a royalist party that was necessary for a

civil war. At this level there should be some reference to key external factors that ended hopes of settlement, e.g. the death of Bedford or the Irish Rebellion. Increasingly candidates will illustrate how Parliament divided from the general unity of 1640 against the abuses of the Personal Rule. While mention can be made of the Bill of Attainder to remove Strafford or the Root and Branch Petition, directed focus on events after the Irish rebellion of October 1641 will indicate a real appreciation of the creation of a royalist party in reaction to parliamentary radicalism. Thus reference will be made to the Militia Bill/Ordinance, the Grand Remonstrance and the Five Members Coup. At Level 4 and Level 5 there should be some judgement with regard to the actions of parliamentary radicals and Charles as well as their inter-relation. Some candidates may point out that many who became part of the royalist party, such as Hyde, did so not so much as supporters of Charles but of monarchy in response to the radicalism of Pym.

Question 5

“Religious radicalism rather than political radicalism drove the New Model Army to execute Charles I.”

How valid is this judgement with reference to the years 1647 to 1649? (20 marks)

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

Marks as follows:

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

Indicative content

At Level 3 candidates will be expected to have addressed both stated factors in the context of how they led to the regicide. At the top of Level 3 and above this will become more sophisticated and detailed, as well as including comment on the nature of the religious and political framework within which the New Model Army’s politicisation took place, particularly the impact Charles’s actions had on the radicalisation of the grandees as part of this process. In commenting on these themes there should be reference to the basic narrative of the failure of the settlement in the period that drove the army to become more radical over the period, i.e. alienation by the Political Presbyterians but particularly in terms of regicide, the actions of Charles I. At Level 4 and above there should be some distinction made in terms of the changed position of the army from the Heads of the Proposals to viewing Charles as ‘that man of blood’ as a consequence of the Second Civil War. Even then however, some candidates at Level 4 and Level 5 will point out how much it still took to force Ireton and Cromwell to accept Pride’s Purge and the subsequent trial of the King. Some candidates may even argue it was only the king’s actions at the trial that left the army leadership with no other real option other than regicide which their political and religious outlook, which was fundamentally inter-linked, could by that stage allow them to justify as God’s providence.

Question 6

To what extent was the Restoration more the result of the political collapse of the Republic in the years 1658 to 1660 rather than of support for Charles Stuart? (20 marks)

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

Marks as follows:

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

Indicative content

There should be a reasonable overview of the failure of the republican rule in the years after Cromwell's death with increasing comment about why it failed. At Level 4 and above some candidates may even question the nature of the collapse using the positive signs from the beginning of the rule of Richard Cromwell to indicate that the real failure came in 1659.

However, at the top of Level 3 and above candidates should be more direct in explaining the split in the republican/military parties that weakened post-Cromwell regimes and Monck's motivation within this. Explanation of why the Quaker threat was so important, other factors such as the economic collapse will become increasingly apparent. There should be at least some reference to Charles II or royalism, although by Level 4 there will be more precise reference to what Charles II did, specifically the Declaration of Breda and allowing himself to be portrayed as the upholder of the 'ancient constitution' and therefore a guarantee of political and religious stability. Some candidates may argue that political collapse led many in the propertied classes to turn to Charles II.

Question 7

Were the difficulties of Charles II due more to finance than religion in the years 1660 to 1673?

Explain your answer. (20 marks)

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

Marks as follows:

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

Indicative content

Candidates should address both specified factors and make some form of limited judgement to get into Level 3. Increasingly at this level other factors will be brought in and candidates will bring out the interaction between the problems facing Charles over the period as well as fuller judgement. In making relevant comments candidates should try to make it clear why such issues were important in undermining Charles. Some should comment by focus on 'more' to focus on the degree to which Charles was undermined by these factors at Level 4 and Level 5. Candidates can argue for either finance or religion or suggest that the difficulties were different. In considering religion candidates can use the Clarendon Code, Test Act and may assess his need for a relatively moderate religious settlement encountered

difficulties because of a rigid Anglican Cavalier Parliament. With regard to finance this may be considered a success or emphasis may be placed on the lack of real settlement. Reference can be made to the excise and health tax as well as the consequences of the Dutch War.

Question 8

“Shaftesbury’s role in the political and religious affairs of the crown in the years 1668 to 1683 was more damaging than helpful to the interests of Charles II.”

Assess the validity of this view.

(20 marks)

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

Marks as follows:

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

Indicative content

To reach Level 3 candidates should have some information on both political and religious affairs with some, if limited, judgement on the impact of Shaftesbury’s role for the crown. Increasingly more sophisticated comment will judge Shaftesbury’s role in a wider context and have more qualified judgement. Material might be used about Shaftesbury’s role in Exclusion. Some answers may argue that Shaftesbury’s actions paved the way for Charles’s ‘mini-Personal Rule’ at the end of the reign.

Question 9

“Economics shaped Charles II’s Dutch policy but religion and personal reasons shaped his French policy.”

With reference to the period 1660 to 1672 how valid is this view?

(20 marks)

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

Marks as follows:

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

Indicative content

Candidates should consider both aspects of Charles’s foreign policy, although even coverage is not a requirement. Direct responses looking at economics in relation to the Dutch policy and religion and personal in relation to the French policy will increasingly give way to more sophisticated analyses at the top of Level 3 and above, so that the range of influences that shaped Charles’s policy is more clearly brought out. Some candidates may also make distinction about the factors shaping policy over the period or how far policy was reactive. In considering Charles’s Dutch policy use can be made of the following: non-European trade, Navigation and Staple Act, London merchant pressure, East India Company, as well as Charles’s desire for personal profit. In considering Charles’s French policy use can be made of the following: Dover Treaty, admiration of French system, public opinion in reaction to the

Medway disaster. Some may comment on the difficulty of assessing the motivation for Charles's French policy.

Question 10

To what extent did the growth of colonial overseas settlements bring economic and social benefits for England in the years 1629 to 1713? *(20 marks)*

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

Marks as follows:

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

Indicative content

Exhaustive detail for the period cannot be expected. Candidates should however be able to use developed examples over the period to illustrate their argument. Assessment of 'extent' is crucial as well as wider analysis at Level 4 and above in relation to 'benefit'. This might be in the short or long term, or for some groups rather than others. Good candidates will also be able to appreciate the changing circumstances within the period 1629 to 1713. Changes in direction and composition of trade, ports, London, shipping, economy and regulation may be considered.

Alternative O: Britain, 1603-1714

A2 Unit 6: Oliver Cromwell: Hero or Villain?

Question 1

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

Assess the validity of Hutton's interpretation of Cromwell's reasons for his refusal of the crown. (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Level 1 answers will summarise the content, e.g. Cromwell refused the crown to avoid a clash with the army after Pride had organised a petition.

Level 2 answers will demonstrate understanding, e.g. as well as religious reasons, practical reasons, particularly the opposition of the army, were important in Cromwell's decision to refuse the crown.

Level 3 answers will be as Level 2 but with partial evaluation of the interpretation, e.g. Hutton is stressing that the trigger for Cromwell's refusal was the organisation of the army against the crown, not that practical considerations were all that the decision was based on. Others might begin evaluation by arguing that religious reasons were the most important factors in shaping Cromwell's decision.

Level 4 answers will understand and evaluate the interpretation with reference to own knowledge or other interpretations, in order to reach a sustained and well-supported judgement on the validity of Hutton's interpretation, e.g. Cromwell was drawn towards the Crown for the chance of 'settlement' it offered but he also felt that 'providence' had judged against the title. As Hutton argues what might have pushed him into eventually refusing the title was the organisation of the army against it, especially the petition organised by Colonel Pride who had led the forces into Parliament in December 1648, as well as the opposition of the leading generals, Lambert, Fleetwood and Desborough. However, the religious and practical elements were more intertwined than Hutton indicates. The fact that the petition was drafted by the minister, John Owen, who had long been linked with Cromwell, must have had an impact as well as the fact that Cromwell regarded the army as an 'army of saints'. Their opposition was as such another sign that God wanted him to refuse the title.

Some candidates at Level 4 might also refer to either Worden's interpretation of the importance of religious reasons in Cromwell's refusal or to Cromwell's speech to the Parliamentary Committee concerning the Humble Petition and Advice, 13 April 1657, when he stated that God 'had blasted the title' and that he would not 'build Jericho again'.

(b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of the army's opposition to Cromwell becoming king? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. 1-2
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. 3-5
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. 6-8
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. 9-10

Indicative content

Level 1 answers will show basic unsupported assertions or literal description or comprehension of the source, e.g. basic description of how a soldier feels betrayed.

Level 2 answers might combine strengths and limitation, e.g. while the source shows the feeling of a soldier against the offer of the crown it is only a letter from one man.

Level 3 answers will provide a direct, if limited evaluation, relating the source to accurate knowledge of the context or making sound use of the provenance or tone of the source, e.g. appeal based on the idea of the army as God's chosen and Cromwell would not only be betraying his old comrades and all that they have been through but in doing so God, with the attendant consequences on the nation.

Level 4 answers will provide a balanced evaluation, showing awareness of the strengths of the source as well as its limitations, to reach a sustained and well-supported judgement, e.g. while from only one officer this source can be seen as typical of the emotional, religious and implied political threat of the army's opposition to the crown. Such appeals made a great impression on Cromwell because from his own religious conviction he did respect the views expressed. Indeed his own speech refusing the crown was, as is Bradford's, based on providence. However, in terms of his ultimate refusal of the crown it does not tell us about the other factors, such as the opposition of officers such as Lambert, Fleetwood and Desborough. Some candidates might also comment more exactly about the nature of Cromwell's refusal. While he would not take the Crown he did accept the rest of the constitution. In part he did this as an attempt to maintain the Cromwellian alliance.

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

“Cromwell’s refusal of the crown only made worse the divisions and problems facing the Protectorate.”

Assess the validity of this view with reference to the years 1653 to 1658. (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**

L2: ***Either***

Demonstrates by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

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

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

Indicative content

From the Sources:

Source A indicates the importance of the army in the state and as a brake on conservative drift. Source B clearly states the difference political positions of those in Parliament who had offered Cromwell the crown and the army who opposed it. It also illustrates the importance of religion in shaping Cromwell’s decision. Source C implies that Cromwell could have political settlement without a rejection of the idea of reformation and betraying God’s trust. It also implies that army pressure had little to do with Cromwell’s refusal and therefore the tensions within his own views were a key source of the tension within the regime.

Own Knowledge

Candidates should try to outline the divisions and problems facing the Protectorate and Cromwell, i.e. the civilian/military split that was essentially a conservative/radical split in terms of political and religious views. Cromwell however, bridged this split by being conservative in politics and radical in religion. Some may refer to Worden's use of the phrase 'ideological schizophrenia'. As such the essential problem Cromwell, and therefore the regime, faced was that as he was reliant on the military for power. A political settlement acceptable to the gentry was not possible. Cromwell tried to overcome this with Humble Petition and Advice. A more conservative settlement than the Instrument, his refusal of the crown meant that he had not betrayed the army but had shifted to the conservatives. The refusal of the crown illustrated that Cromwell was still trying to bridge the two groups and in part he always sought to do so as this was a way to maintain stability.

The tensions within the regime that indicate the problems within the Cromwellian alliance and within his own makeup can be illustrated by reference to the basic narrative of the Protectorate, e.g. The Instrument – wide religious toleration, limits on Parliament but essentially a more conservative political framework mirroring the old trinity; the First Protectorate Parliament's refusal of the Instrument and questioning of the scope of religious freedom (the Biddle Case). Partly through this Cromwell had to resort to the Major-Generals, although there was a clear religious dimension in turning to this policy and in its implementation; the Nayler Case and the offer of the crown showed his political conservatism at the same time as his continuing belief in religious freedom.

At Level 3 and above precise use of detail from the narrative with comment will distinguish answers. Answers at Level 4 and above will also be marked by a greater realisation that the political/religious – conservative/radical was not straightforward. For example even Cromwell realised there had to be some religious control as a result of the Nayler Case and tried to incorporate the essential structure of the new constitution into a new Protectorate. As in his first Parliament the settlement was too conservative for the Republican MPs but he could not rely on a free Parliament which would have attacked his power base in the army and cut back on religious freedoms and would have regarded the Humble Petition and Advice as still too radical. Cromwell's own realisation of this meant that he also tried to maintain as a broad a coalition from the war as possible as religion was vitally important to him. Indeed candidates may argue that while he did not achieve settlement in terms of getting legitimacy from the gentry, and therefore taxes, there was a form of apathetic acceptance of the Protectorate and in the context of the period he had achieved some religious and political stability. Thus the divisions and problems may be set in context. At Levels 4 and 5 there should be some judgement in relation to whether Cromwell's refusal of the crown did make the situation worse and increasing indications of historiography.