



General Certificate of Education

History 2041

Specification

Unit HIS3D

Report on the Examination

2010 examination – June series

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Unit HIS3D

Unit 3D: British Monarchy: The Crisis of State, 1642–1689

General Comments

Candidate responses indicated that there were no significant issues with any of the questions. For all three questions there were a number of candidates who were awarded Level 5 and a number for each question who achieved a maximum mark of 45.

Question 1

01 This was clearly the question that candidates found most difficult. The process by which attempts at settlement broke down in the period 1646 to 1649 and the reasons for regicide is a difficult area. It was pleasing to see, however, that the majority of candidates who attempted this question could illustrate at least a good knowledge of the period with many showing a very good knowledge of the themes and some of the key content of the reasons for Charles' execution.

There were a range of different responses, most of which were valid. The two most popular approaches were either chronological or thematic. A chronological structure is, in many ways, a very valid approach as the years 1646 to 1649 were a series of linked events in a process of failed settlement. The stronger responses underpinned this narrative framework with comment directly linking the key events to the key themes of the process such as the role of Charles, the actions of Parliament, the New Model Army or the role of religion. Those who adopted a thematic approach structured their responses around these themes and illustrated each with the key events of the period.

While there were a high number of very good responses to this question it was evident that many, even of the highest quality, did not always deal with the crucial year of 1648 in sufficient detail. The key events of the period are:

- The Newcastle Propositions (1646)
- The politicisation of the New Model Army (1646–1647)
- The Heads of the Proposals (July 1647)
- The Engagement (December 1647)
- The Vote of No Addresses (January 1648)
- The Windsor Prayer meeting (April 1648)
- The Second Civil War, particularly the battle of Preston (August 1648)
- The Repeal of the Vote of No Addresses
- The Remonstrance (November 1648)
- The parliamentary vote to continue negotiating on the basis of the Newport Treaty (5 December 1648)
- Pride's Purge (6 December 1648)
- The trial of Charles I (January 1649)

Candidates should also attempt to be more secure with their precise knowledge of these events. For example many candidates touched upon the Windsor Prayer meeting as an example of the political role of the New Model rather than as a key example of its religious motivation. There were, however, other candidates who wrote knowledgeably about the

millenarian Fifth Monarchist Major-General Thomas Harrison reflecting on Numbers 35:33 and publicly articulating a justification for regicide.

As well as being secure in their knowledge of the key events of the period candidates who produced stronger responses linked these issues together as steps towards the regicide. For example some candidates were able to comment on the key role of Henry Ireton in drafting the Heads of the Proposals and his subsequent bitterness at Charles's Engagement. His radicalisation was key in the central roles he played in writing the Remonstrance and organising Pride's Purge.

Many candidates ably linked religion and politics together, rightly stressing the symbiotic relationship of these issues in the seventeenth century. It was good to see some take this further, however, by commenting on the interrelation of providence and necessity as linked driving forces leading the army to enact regicide. Some commented on this by linking the influence of these factors on the 'reluctant regicide' Cromwell. Convinced that God had judged Charles it was ultimately Charles' intransigence and the threat of a third civil war that made it a necessity for Cromwell and Ireton to become regicides.

Question 2

02 It was very encouraging to see the range of high quality responses to this question. The vast majority of candidates clearly found this question accessible and approached it in different but valid ways. As the compulsory question that covers at least of three of the four sections of the specification clearly less detail is needed but there does need to be more of a range of illustration across the period. Candidates approached this normally in two ways. The most popular was a thematic approach considering the key themes of the later Stuart period, religion, finance, parliament, foreign policy and illustrating each with supportive comment linked to the idea of success. Other candidates approached the essay chronologically by structuring their essay around the obvious historical periods of Charles II's reign, 1660–1667, 1667–1678, 1678–1685.

There were others who adopted a change and continuity structure linked to the key themes of the period. Candidates were able to assess the nature of the immediate Restoration and key issues such as the constitution, finance, the army and religion before then exploring how these themes remained problems or sources of strength for Charles II. Equally responses that considered whether Charles was a success were credited highly if they linked their comment directly to the concept of the Restoration Settlement.

All approaches were valid if they addressed the question. Indeed it was pleasing to see that candidates were very confident in deploying their knowledge of Charles II's reign to this question.

There were also some very strong responses which showed a real appreciation of the limits of the Restoration Settlement in an even broader context making links from 1646 to 1689. Most notable in these was comment on the continuing themes of anti-Catholicism and fear of absolutism as central to politics in the late Stuart period. Others even built on to these the failure of the Restoration in the broader context of the limits of the Stuart state, particularly with regard to finance and how this impacted on the relationship between Crown and Parliament. These usually enhanced their answers further by showing a conceptual grasp of the strength of the monarchy post-1681 being based on an acceptance of the influence of the Tory Anglican gentry and then a new settlement with this class in 1688-89 that dealt with the long term issues that the Restoration Settlement did not really resolve. Such impressive answers really did illustrate a grasp of the whole of the period 1642-1689 and the key themes that run through it.

Question 3

- 03** Of the three questions candidates responded to this with most confidence. There were a much greater number of students who were more confident with the themes and key content for this essay.

Most candidates structured their answers thematically around the central strands, James's policies, opposition and William. The majority could write with some support of James's policies to promote Catholicism. For some more depth would have helped, for example, by being more precise in using evidence like Godden v. Hales (1686) than in general statements about the promotion of Catholics. Similarly while candidates could write about opposition and the role of William of Orange they did not always support this with clear examples or precise comment.

A lot of candidates rightly focused on the birth of James's son as a key turning point but more could have developed this by exploring further how it changed the nature of opposition in England and the approach of William of Orange. Some linked these two together ably exploring the revolution as a revolt from within allowing a successful foreign invasion.

The strongest responses explained how James undermined his strong position in 1685 by promoting Catholicism and thereby alienating the Tory Anglican gentry that was the basis of the strengthening of the Stuart monarchy after the Exclusion Crisis. The nature of the opposition in England was considered before stressing the birth of James's son as making this more overt and bringing about the intervention of William of Orange. Some set William's intervention well in the context of his European policy, specifically his anti-Louis XIV agenda. These central themes were then supported by a brief consideration of James's loss of nerve when William had arrived in England.

Mark Ranges and Award of Grades

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