
A-level
HISTORY
7042/1D

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

Mark scheme

June 2025

Version: 1.0 Final



2 5 6 A 7 0 4 2 / 1 D / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Charles II.

[30 marks]*Target: AO3*

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

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

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Charles had no long-term agenda and was focused on staying on the throne
- Charles was a pragmatic politician and shaped his approach based on what was best for his main aim
- had two general aims, broadening the religious settlement and linking with Louis XIV
- his pragmatism made him successful like James I in managing the different issues he faced.

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

- Charles' principal aim was to stay on the throne
- his pragmatism can be seen in the sacrifice of Clarendon
- his Declaration of Indulgence or Secret Treaty of Dover illustrate his attitude to religion and France
- while successful in the short term Charles failed to address the fundamental issues that underpinned the crisis of the State.

In their identification of the argument in Extract B, students may refer to the following:

- Charles II's misconceptions led to political issues for him
- his misconceptions were part of his inability to trust people
- Charles hated the basic work of kingship and was easily led by some around him
- Charles' main priority was himself and to stay on the throne.

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

- Charles did more to win over previous opponents than trusting committed royalists and thereby alienated many in his natural support base. This can be seen in the initial land settlement
- Charles was never close to any of his ministers and was prepared to sacrifice any of them when he felt his position was under threat. There was no favourite under Charles II
- in the years 1660 to 1667, Clarendon had to effectively manage the daily business of kingship
- the sacrificing of Clarendon, the Cabal or Danby shows his priority of protecting his own position.

In their identification of the argument in Extract C, students may refer to the following:

- Charles was a lazy king who had no long-term aims
- Charles had some core beliefs, divine right, distrust of human nature and intellectual curiousness
- Charles was only really close to his family and this was part of the reason he was drawn to Catholicism and Louis XIV
- Charles' closeness to Louis and openness to Catholicism created political tension.

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

- Charles was, especially in the years to 1667, seen as too focused on enjoyment at his court. Clarendon was left to run the daily business of government
- Charles' openness to Catholicism was shaped by his family, his mother and brother in particular, as well as his cousin, Louis XIV. It was also shaped, however, by his time on the continent during the 1650s, his more open approach to religion generally and his relationships with numerous mistresses who were Catholic
- tension over Catholicism was not a new theme in the early modern period. The increase in tension under Charles could be seen as more linked to the position of James, Duke of York, especially after 1668. Charles' court, his mistresses and his family, as well as his desire to model himself on Louis XIV did, however, cause concern among the developing 'country' position of some of the Political Nation
- Charles had periods of energy, for example, in his response to the Great Fire or his public duties with regard to scrofula.

Section B

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 How successfully did James I manage the religious issues of his reign?
[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 James I successfully managed the religious issues of his reign successfully might include:

- the Hampton Court Conference was a pragmatic response to the Millenary Petition and Bancroft's Canons. The Oath of Allegiance gave James the scope he needed to isolate real radicals but also not alienate moderate Puritans or crypto-Catholics
- range of appointments through his reign reinforced his pragmatic approach of keeping a broad church or being able to appreciate the need for the right appointment at the right time, eg Bancroft, Abbott
- James was careful in developing his relationship with Arminianism after 1618, for example in his appointment of Laud only to the see of St David's and resisting pressure from Charles and Buckingham
- Jacobethan balance was a political success and can be compared favourably to Charles' approach in the years 1625 to 1629.

Arguments challenging the view that James I successfully managed the religious issues of his reign successfully might include:

- Puritans were dissatisfied by the failure to bring about further reformation following the Millenary Petition
- Catholics continued to remain a potential threat throughout James' reign
- there was a lack of clarity about the enforcement of the Jacobean religious settlement, for example the use of Bancroft's Canons or the Oath of Allegiance
- the development of Arminianism after 1618 and James' support for Lancelot Andrewes created more religious tension
- religion was a key context to the tension caused by his position as Rex Pacificus and the Spanish Match.

Students may argue that James can be seen as, generally, successfully managing the difficult issue of religion throughout his reign. Some may stress that the key to this was the 'Jacobethan balance' that saw the maintenance of a broad church that the majority felt they could belong to and therefore not be pushed in to rebellion. Some may also point to James' acceptance of the Catholic Church as the 'mother church' also meant that the majority of the Catholics did not feel that they needed to risk open opposition. It could also be argued that James' task got harder after 1618, with the development of Arminianism and the Thirty Years War, but his approach to both ensured that he still managed the issue of religion effectively.

0 3 'In the years 1625 to 1646 Charles I consistently failed to impose his authority.'

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 in the years 1625 to 1646 Charles I consistently failed to impose his authority might include:

- the limited response to the Benevolence or the Forced Loan from the Political Nation indicates the early resistance of the political elite in 1625 to 1627 and a questioning of Charles' authority
- Charles' need to dissolve his early Parliaments or attempt to rule without Parliament after 1629 shows his concern about the influence of the Political Nation
- the Scottish Rebellion of 1637 and the subsequent collapse of Charles' authority in England, through Hampden's Case or Puritan opposition, undermined Charles
- the defeat of Charles I and royalist armies by Parliament in the first civil war and the organisation of Parliament to fight this was diminished by the power and mystique of monarchy.

Arguments challenging the view that in the years 1625 to 1646 Charles I consistently failed to impose his authority might include:

- Charles was able to use his prerogative to raise finance and wage war in the 1620s. He was also able to dissolve Parliament when he wanted to. He was not forced to use Buckingham as a scapegoat
- Charles ruled effectively during the Personal Rule, especially to 1637. He initiated some creative reform that might be argued to show the reactionary tendencies of the Political Nation
- Charles was able to reposition the Church firmly with the Arminians and it could be argued that the Puritans held the minority religious view with Arminianism giving more of the population access to religion
- in 1646, despite military defeat, Charles was in a strong political position. This was illustrated by the division of his opponents and nearly all still regarding him as central to settlement.

Students may argue that Charles was resisted by a significant section of the Political Nation and there is evidence of growing underlying discontent throughout his reign. However, it can also be argued that he was, despite this, in a strong position in 1642 and in 1646. Some may point that he ruled effectively without Parliament and implemented the religious policies that he wanted. It could be argued that the powers of the Crown were extensive and Charles made use of them in imposing his policies. Reference could be made to the limited reaction from the Political Nation showing their essentially conservatism. Some may stress that it was only the Scottish Rebellion that undermined his position in England and it was only the Irish Rebellion that led to actual war.

- 0 4** How far was political and religious radicalism, in the years 1647 to 1667, a threat to the State?

[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 political and religious radicalism, in the years 1647 to 1667, was a threat to the State might include:

- the development of New Model radicalism was fostered by the weakness of the Political Presbyterians' position and from 1647–8 the examples of New Model intervention shows the weaknesses of the rulers of the State
- emergence of groups like the Ranters or Muggletonians or the actions of individual radicals like Thomas Tany was due to the inability of the State to deal with them
- the further development and radicalism of the Quaker movement in the years 1658 to 1660 was a reaction to the political instability of the period
- 1661 Venner's Rising and other initial plots were partly a reaction to the Restoration regime still establishing itself
- the weakening of radicalism after 1660, including the changing position of the Quaker movement, or the changing attitude of radicals such as John Milton, was a reaction to apparent strength of the restored monarchy as part of 'the experience of defeat'.

Arguments challenging the view that political and religious radicalism, in the years 1647 to 1667, was a threat to the State might include:

- the Leveller and Digger movements and their demands could be regarded as a reaction to the strength of the State and the desire to change it
- religious and political radicalism was fostered in the New Model Army as well as having its own dynamic as seen in the experience of spiritual journeys of individuals like Laurence Clarkson
- after 1647 it could be argued that radicals such as Cromwell became part of the State. This can also be seen by the Nominated Assembly and the influence of Fifth Monarchist Millenarians like Thomas Harrison
- the rule of the Major Generals could be seen as a point when the State, through the use of the New Model Army, was at its most interventionist in communities before the development of the fiscal-military state after 1688. Despite this, the continuing development of the Quaker movement and the issues Major Generals had with it, shows that the development of radicalism continued despite the attempts of the State to control radicalism.

Students can point out that there were a range of reasons for the development of political and religious radicalism across the years 1647 to 1667 and similarly there were a range of reasons for the weakening of radicalism in the period and thereby a changing threat to the State. The development of a range of different groups might be considered or a more chronological approach taken, considering the control exerted by Cromwell as Protector and Charles II compared to the greater political instability of the years 1658 to 1660 or 1647 to 1653. The Quakers can be illustrative of having their own dynamic for development but one that was also linked to the power of the State when comparing the pre-1660 period to their changed position in light of the Restoration. The restoration of the traditional Political Nation and their control over their localities can also be commented on as limiting post-1660 radicalism.