



**General Certificate of Education
June 2013**

AS History 1041

HIS1D

Unit 1D

Britain, 1603–1642

Final

Mark Scheme

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2013

GCE AS History Unit 1: Change and Consolidation

HIS1D: Britain, 1603–1642

Question 1

- 01** Why did most English people welcome James VI of Scotland as king of England in 1603? (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why many English people welcomed James VI of Scotland as king of England in 1603.

Students may refer to some of the following long-term factors:

- uncertainty over the succession in 1603
- continuing war with Spain
- fear of Catholic plots

and some of the following short term/immediate factors:

- James was a married man with children so the succession was assured
- he was clever, well educated and experienced in government
- he was a Protestant brought up by Scots Presbyterians which satisfied English Puritans
- his mother had been Catholic and he favoured a broad Church which gave hope to Catholics
- lack of suitable alternatives, e.g. Arbella Stuart was a young, single female whilst Isabella of Spain was foreign and Catholic
- James had a legitimate claim to the English Throne.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might differentiate between the hopes of different groups within England.

Question 1

- 02** How far was James I to blame for the difficulties between Crown and Parliament in the years 1604 to 1611? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that James was responsible might include:

- his attitude to Parliament and emphasis on the Divine Right of Kings
- his interference with parliamentary privileges, for example over disputed elections
- his proposal for a full union between England and Scotland
- his extravagance and use of impositions/feudal dues
- his refusal to make concessions to the Puritans at the Hampton Court Conference and his subsequent support for Bancroft's canons
- his relations with Spain.

Factors suggesting other factors were responsible might include:

- Parliament's sensitivity to its privileges as expressed, for example, in the Apology of 1604
- Parliament's fear of Catholics intensified by the Gunpowder Plot
- Parliament's prejudices, for example against Scotland and Spain
- inherited royal debts and the need to reform the financial system, for example the Great Contract
- genuine constitutional arguments, for example in Bate's Case, Shirley's Case or Goodwin v Fortescue.

Good answers may show an awareness that though James made mistakes in handling Parliament, it was a difficult body to deal with and there were genuine differences of opinion over certain constitutional and financial matters.

Question 2**03** Explain why Parliament wanted war with Spain in 1624. (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****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.**

Answers should include a range of reasons as to why Parliament wanted war with Spain in 1624.

Students may refer to some of the following long-term factors:

- fear of Spain as the great Catholic Power
- failure to solve the Palatinate Crisis since 1621
- Thirty Years War in Europe since 1618

and some of the following short-term/immediate factors:

- humiliation of the Madrid Trip
- changed attitude of Buckingham and Charles
- MPs hoping for a cheap but lucrative sea-war.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might bring out both the long term reasons for Parliament's anti-Spanish stance with the immediate situation in 1624.

Question 2

- 04** How important was foreign policy to the deterioration in relations between Crown and Parliament in the years 1625 to 1629? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting foreign policy was important might include:

- Parliament wanted a cheap sea-war against Spain in 1624–1625 rather than a more expensive land war
- military failures in foreign policy such as Cadiz and La Rochelle angered Parliament and led to criticisms of Charles I's government
- the cost of two wars on an already indebted Crown plunged Charles' government into near bankruptcy and forced it into controversial fiscal measures such as the 1627 Forced Loan
- two overlapping wars against Powers rivals of each other was diplomatically inept whilst the initial French War seemed anti-Huguenot
- Charles' Catholic marriage to Henrietta Maria and the background of the Thirty Years War exacerbated religious and political distrust between Crown and Parliament
- disappointing peace terms in the treaties with France and Spain in 1629 and 1630.

Factors suggesting foreign policy was not always important and that other factors were involved might include:

- Charles' decision to rule without Parliament in 1629 came as his active foreign policy was ending
- opposition to Charles' favourite Buckingham was not only due to foreign policy but to envy and the desire to find a scapegoat for the military disasters
- Charles' promotion of Arminianism of which Parliament was deeply suspicious, had little to do directly with foreign policy
- Parliament failed to vote sufficient money to fight a war with Spain effectively whilst the existing financial system was inefficient
- Charles' aloofness and constitutional attitudes/behaviour would have caused parliamentary concern even without his foreign policy
- the behaviour of some MPs in 1629 would have provoked any monarch into dissolving Parliament.

Good answers are likely to/may show an awareness that though foreign policy and its consequences dominated the politics of this period there were factors causing a deterioration of relations which were largely domestic.

Question 3

- 05** Explain why Puritans were hostile to the appointment of William Laud as Archbishop of Canterbury in 1633. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Puritans were hostile to the appointment of William Laud as Archbishop of Canterbury in 1633.

Students may refer to some of the following long-term factors:

- Laud known as anti-Puritan, for example as a bishop since 1625
- Arminians like Laud seen by Puritans as neo-Catholic
- Archbishop of Canterbury was the highest position and most influential position in the Church

and some of the following short-term/immediate factors:

- Laud's support both for Arminianism and for the Divine Right of Kings
- his desire to restore altars, ritual, vestments and the Prayer Book
- his desire to raise the status of the clergy especially bishops

- his reintroduction of the Book of Sports and suppression of the Feofees for Impropriations
- his willingness to use the Courts of High Commission and Star Chamber
- his agreement with Charles I's desire to enforce religious uniformity on all three kingdoms
- Laud's promotion was in the context of increasing worry about Catholic influence at Court.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show that Puritan fears about Laud were about both his religious and political views or about his desire to enforce these throughout the Church and kingdoms.

Question 3

- 06** How important was fear of Catholicism in causing distrust between Charles I and his subjects in England and Scotland in the years 1637 to 1640? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the importance of fear of Catholicism might include:

- Scots Presbyterians saw Charles's new Prayer Book 1637 as bringing back Catholicism and the Scottish National Covenant 1638 was formed to defend the Presbyterian form of Protestantism
- Covenanter justification for fighting their king in the two Bishops Wars of 1639–1640 was to oppose his supposedly pro-Catholic policies and this won them the sympathy of many English Protestants
- Puritan attacks on the Court for its alleged Catholicism created distrust of Charles I, his ministers and bishops as well as their various policies from the mid-1630s onwards – 'Choose no court papist' was an election cry in 1640
- key article in the Long Parliament's justification for Stafford's arrest and impeachment in 1640 and his attainder in 1641, was his alleged raising of a Catholic army in Ireland for use in Scotland and England
- similarly the Long Parliament's arrest of Laud and other 'evil advisers' was justified by stopping the Church sliding back to Catholicism
- the Long Parliament's criticism and later removal of prerogative courts such as High Commission was to end their allegedly pro-Catholic use by Charles and Laud
- anti-Catholic paranoia in Parliament and country from the late 1630s was exploited and encouraged by Pym to justify removing powers from the Crown in 1640 and later.

Factors suggesting anti-Catholicism was not always as important as other factors might include:

- it was not just fear of Catholicism which created distrust in 1637–1640 because MPs were united by November 1640 in a wider anti-Court programme
- the distrust of Charles I was not just on the basis of religion alone but the link between this and Absolutism, a fear inflamed by Laud's 1640 Canons
- the Short and Long Parliaments attacked Charles's financial policies as being non-parliamentary they wanted to abolish ship money, forest fines, etc as soon as they could
- MPs were also determined to prevent the Crown ruling for long periods without Parliament in future by removing institutions such as the prerogative courts and regional councils
- the fear and dislike of Strafford was not only because of his links to Laudianism, but also because of his tough administrative policies in the North and in Ireland which were seen as a blueprint for a more Absolutist State.

Good answers may show an awareness that whilst anti-Catholicism was a powerful causal factor in creating distrust and even rebellion, notably in Scotland in 1637–1640, there were also serious financial and constitutional issues which led to Parliament's distrust of Charles I. Whilst this question is on the period 1637–1640, students may point to events in 1641 such as the attainder and beheading of Strafford or the 'Legal Revolution' as evidence for the strength of their arguments, provided that the focus of their answers remains relevant.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion