



**General Certificate of Education
January 2013**

AS History 1041

HIS2D

Unit 2D

Britain 1625–1642:

The Failure of Absolutism?

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 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 students' 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 students' 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 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

January 2013

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2D: Britain, 1625–1642: the Failure of Absolutism?

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the extent of the breakdown between Crown and Parliament by 1629. (12 marks)

Target: AO2(a)

Levels Mark Scheme

| | | |
|------------|--|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: | Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: | Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4: | Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A argues that there was a fundamental breakdown in the relationship between Crown and Parliament by 1629 whereas Source B argues that this was not the case
- Source A stresses the role of Arminianism in the breakdown of the relationship whereas Source B argues that its role has been exaggerated
- Source A argues that Charles had pushed many into opposition whereas Source B argues that many came to terms with Charles's government and many were still seeking compromise.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- Wentworth or Noy as examples of opponents who went into Charles's government
- the Petition of Right as an example of attempted compromise
- reference to the Five Knights' Case in relation to Charles's manipulation of the legal record
- the attempts to impeach Buckingham.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both comment on opposition to the Forced Loan and Buckingham
- both, to different degrees, regard Arminianism as a source of tension
- both regard Charles as a source of tension.

In making a judgement about the degree of difference, students may conclude that, while both indicate there were problems in the relationship between Crown and Parliament during the period 1625 to 1629, Source A argues that by 1629 this had resulted in a fundamental breakdown in that relationship.

Question 1**02** Use **Sources A** and **B** and your own knowledge.

How far was the conflict between Crown and Parliament in the years 1625 to 1629 due to Charles's foreign policy? (24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit.

0

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may 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 may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, 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 using evidence from **both** the sources **and** own knowledge. 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 from the sources and own knowledge, 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 from the sources and own knowledge, 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – English conflict seen in the context of the European struggle
- **Source B** – the attempts at compromise; foreign policy
- **Source C** – direct reference to military failure in foreign policy

From students' own knowledge:

Factors suggesting foreign policy might include:

- failure at Cadiz
- failure at La Rochelle
- religious context of foreign policy
- financial impact of foreign policy
- role of Buckingham in foreign policy
- Charles's negative view of Parliament's support for his foreign policy.

Factors suggesting alternative views might include:

- Arminianism, specifically tension over Montagu, the York House Conference or Laud
- finance, specifically tonnage and poundage and the Forced Loan
- Buckingham as favourite
- parliamentary radicalism – Petition of Right and Three Resolutions
- Charles's style of rule in a time of Personal Monarchy.

Good answers are likely to/may conclude that while foreign policy was an important factor in the deterioration of the relationship between Crown and Parliament it was fundamentally linked to the other sources of tension in the period – finance, religion, parliament and Buckingham – which, in turn, all escalated in to sources of conflict because of Charles's style of rule.

Question 2

- 03** Explain why Charles failed to stop the Scots Rebellion in the years 1637 to 1640.
(12 marks)

Target: AO1(a), AO1(b)

Levels 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 Charles failed to deal with the Scottish Rebellion.

Students might include some of the following factors:

- Charles's refusal to compromise
- limits of Charles's military strength
- limits of Charles's financial position
- strength of Scottish Covenanter organisation, both militarily and administration.

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

- the alienation of the Scottish elite from 1625, Act of Revocation
- warning of his intentions given to the Scots during Charles's visit, 1633
- Charles in England, Anglo-Scottish advisers in Scotland, divorce from Scottish opinion.

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

- military defeat
- refusal of Short Parliament to aid Charles.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Charles's alienation of the Scots through his policies since 1625, meant that the National Covenant movement was highly motivated.

Question 2

- 04** 'Charles's religious policies in England during the Personal Rule provoked little opposition.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 limited part of the period 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 demands 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 balancing evidence which supports the view given against that which does not.

Evidence which agrees might include:

- limited examples of open opposition to Charles's religious policies
- hierarchy of the Church becoming more dominated by Arminians across the period
- emigration as a sign of acceptance of defeat by many Puritans.

Evidence which disagrees might include:

- examples of opposition used to illustrate wider discontent
- organisation of emigration as evidence of a network of opposition
- the build up of opposition after 1637
- Charles's breaking of the Jacobethan balance indicating the alienation of religious moderates
- reaction of the 1640 Parliaments.

Good answers are likely to/may conclude that while on the surface many in England seemed to accept the religious changes of this period the example of opposition indicated a growing underlying discontent that surfaced more noticeably after 1637 and was clear in the 1640 Parliaments.

Question 3

05 Why did attempts at a settlement between Crown and Parliament in April–May 1641 fail?
(12 marks)

Target: AO1(a), AO1(b)

Levels 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 the attempts at settlement of April–May 1641 failed. Better answers will focus more specifically on the Earl of Bedford's scheme.

Students might include some of the following factors:

- Charles only saw them as a means of 'buying off' opposition through office and did not take them seriously
- many at court were not prepared to accept Pym as Chancellor of Exchequer
- limited practicality of the scheme. No evidence that Charles could be controlled by his ministers and despite 'bridging appointments' Charles would maintain his prerogative.

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

- distrust built up on both sides since 1625
- financial reform planned as part of the settlement had always proved difficult to agree because of the self-interest of the gentry and the Crown.

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

- took place in the context of arguments over the fate of Wentworth/Strafford. Essex, for example, responded to Hyde with regard to the possibility that Strafford would be allowed to live, 'Stone dead hath no fellow'
- revelation of Army Plot on 3 May
- the death of the Earl of Bedford on 9 May
- distrust at growing influence of Pym.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the distrust between the two sides that made any compromise by this stage difficult to achieve. They might also refer to the atmosphere being tainted by the proceedings against Strafford which was the background for the discussion of Bedford's scheme.

Question 3

- 06** 'The most important reason for the outbreak of civil war in England in August 1642 was increasing support for the King from May 1641.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels 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 limited part of the period 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 demands 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 balancing points which agree with the view that the development of support for the king from May 1641 was important in the outbreak of civil war in England in August 1642.

Points/factors/evidence which agree(s) might include:

- support for the king made the two sides necessary for conflict
- support for the king grew more noticeably after the removal of Strafford
- development of Constitutional Royalism and support of men like Hyde made the royalist party viable and attractive to other members of the gentry
- support for Charles grew following extremely radical actions by Pym in 1642, e.g. Militia Ordinance, Nineteen Propositions.

Points/factors/evidence which disagree(s) might include:

- role of religion, particularly after March 1642 in determining the choice of sides
- reaction against parliamentary radicalism
- impact of the Irish Rebellion
- role of Pym.

Good answers are likely to/may conclude that Charles's actions were important and triggered parliamentary radicalism which, in turn, led to the development of Constitutional Royalism. Students may also point out that despite the division in parliament and the passage of the Militia Ordinance in March 1642 civil war did not start in England until August 1642. The attempts at neutrality pacts illustrate a continuing desire of the gentry to avoid conflict. It was the religious radical activists who broke such agreements and provoked conflicts that triggered war.

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