



**General Certificate of Education  
June 2011**

**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 candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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)**

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**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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2011

**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 Arminianism. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and candidates 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.**

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

- **Source A** sees the impact of Arminianism in negative terms, as a key cause of tension in the parliaments of the 1620s
- **Source B** does not regard Arminianism as playing a significant role in the early years of the reign
- **Source A** sees religion as most important cause of conflict
- focus in **Source B** is on other issues as the causes of conflict

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- **Source B**, in contrast to **Source A**, see religion as a source of conflict in the context of its political dimensions
  - **Source A** sees Charles I as a key cause of the tension through his imposition of Arminianism
  - **Source B** comments on Charles trying to conciliate opposition by being ‘outspokenly hostile to Arminianism’
  - **Source A** takes a more negative view of Charles than **Source B**
  - **Source B** takes a more positive view of Buckingham.

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

- reference can be made to the support for Montagu’s Arminian tracts that led to the tension to which Charles responded by appointing him royal chaplain
- the York House Conference as a sign of Buckingham’s influence
- Charles’s favour to Laud may be supported with reference to his appointment as Bishop of London in 1628.

To address ‘how far’, candidates should also indicate some similarity between the sources. For example:

- both comment on Pym’s role in Parliament
- both recognise Buckingham’s importance in the period
- both see Arminianism as an issue in the 1628 Parliament, although from different perspectives.

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

How important was the Duke of Buckingham in the deterioration of the relationship between Crown and Parliament in the years 1625 to 1629? (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**
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**Indicative content**

**Note: This content is not prescriptive and candidates 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.**

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** the negative impact of Arminianism, Charles' style of kingship, the role of Pym or the importance of Buckingham
- **Source B:** the negative impact of the Forced Loan, Buckingham, the role of John Pym
- **Source C:** role of Buckingham, finance, foreign policy or the inter-relation of these factors.

From candidates' own knowledge:

Factors suggesting [*focus*] might include:

- Buckingham as Charles' favourite
- Buckingham as Lord High Admiral as part of a consideration of foreign policy
- Buckingham and the York House Conference.

Factors suggesting [*other factors/alternative view*] might include:

- Charles I – style of rule
- Religion – imposition of Arminianism
- Finance – war, Forced Loan, tonnage and poundage
- Parliament – Petition of Right, Three Resolutions

Good answers are likely to/may conclude it was a combination of these reasons that escalated over the period as the crown and parliament reacted to each other in a spiral of mistrust. More fundamentally Charles's style of rule in a Personal Monarchy was the root of all problems.



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**Question 2****03** Explain why Ship Money caused concern in the 1630s. (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 candidates 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.**

Candidates might include some of the following factors:

- questions over nature of emergency
- extension in 1635 to all areas
- amount Charles was able to raise.

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

- prerogative income
- self-interest of gentry.

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

- 1637–38 Hampden's Case
- the context of the Scottish Rebellion.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might indicate that the concern over Charles' prerogative became more pronounced in the light of the financial success of Ship Money for Charles I.

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**Question 2**

- 04** 'Opposition to Charles I's Personal Rule in England was unsuccessful.'  
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 candidates 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.**

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Parliament not called until 1640
- the limited examples of opposition
- desire of the elite for consensus.

Evidence which disagree(s) might include:

- the general unity among MPs in 1640 against the abuses of the Personal Rule
- the underlying discontent of the 1630s
- the link between the Scottish rebels and English opponents
- examples of specific opposition as example of wider discontent

These examples may include:

- 1633 St Gregory's Case
- 1637 Prynee, Burton and Bastwick
- 1638 Lilburne
- Emigration – Providence Island Company
- 1637–38 Hampden's Case

Good answers are likely to/may conclude that while the opposition in England was limited it represented a wider spectrum of discontent and there was a build up of tension, a 'coiled spring' (Morrill) that the Scottish rebellion unleashed.

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**Question 3**

**05** Explain why the Grand Remonstrance caused division in the Long Parliament. (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**
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**Indicative content**

**Note: This content is not prescriptive and candidates 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.**

Candidates might include some of the following factors:

- the radical nature of the document
- the desire to publish the document
- the role of Pym
- link to the 'London Mob'.

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

- concern at parliamentary radicalism.

And some of the following short-term/immediate factors

- constitutional royalist reaction
- 159/148 vote after debate on publication of Grand Remonstrance illustrates division.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might refer to the document as a sign of Pym's growing influence and the threat of radical parliamentarians.

### Question 3

- 06** 'Religion was the main cause of the English Civil War.'  
Explain why you agree or disagree with this view of the years 1640 to 1642. (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**
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### Indicative content

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

- Pym's puritanism
- Root and Branch Petition
- Exclusion Bill
- impact of the Irish Rebellion

- iconoclasm etc/petitions pro episcopacy.

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

- role of Charles I
- constitutional issues
- multiple-kingdom dimension.

Good answers are likely to/may conclude that religion brought the constitutional questions to the forefront, e.g. the Militia Ordinance from the Irish rebellion. Charles' refusal to compromise ultimately forced some in Parliament to become more radical. This in turn led to some to support Charles and the division of Parliament was a necessary condition for war. Some may also comment on religion as the driving force for the 'activists' such as Cromwell who took action in the period March to August 1642.

### **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](http://www.aqa.org.uk/umsconversion)