



**General Certificate of Education
June 2011**

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 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.

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

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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)

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 1: Change and Consolidation

HIS1D: Britain, 1603–1642

Question 1

- 01** Explain why there was fear of Roman Catholics in the early years of James I's reign.
(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 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.

Answers should include a range of reasons as to why there was fear of Catholics in the early years of James I's reign.

Candidates might include some of the following factors:

- existing fears
- foreign policy situation
- domestic events

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

- depth of religious antagonism in early 17th century Britain
- penal laws and anti-Catholic propaganda
- the Spanish war and memories of the Armada

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

- Bye and Main Plots
- impact of the Gunpowder Plot 1605
- Oath of Allegiance 1606.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might consider the way in which a long war with Catholic Spain and/or plots were linked to suspicions about the loyalty of English Catholics.

Question 1

- 02** How successful was James I in dealing with religious discontent in the years 1603 to 1625? (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 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 judgment 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 success might include:

- no more plots by dissident religious groups threatened the Crown after 1605
- the number of executions of religious dissenters declined
- James preserved a broad, balanced Anglican Church
- James allowed the Puritans to air their grievances at the Hampton Court Conference and worked hard to produce a new translation of the Bible into English
- most Puritans were kept within the Church of England
- James maintained a balance between various Church factions in his clerical appointments
- reasonably competent bishops were appointed
- the financial problems of the Church did not worsen
- a 'protestant marriage' for his daughter helped satisfy opinion.

Factors suggesting lack of success might include:

- undue fear of English Catholics remained and flared up again in the early 1620s
- extreme Puritans remained dissatisfied and some left England altogether to found their own churches in North America
- moderate Puritans were disappointed by the failure to tackle abuses within the Church
- Puritans felt increasingly concerned in the 1620s by the growth of Arminian influence within the Church
- Puritans grew increasingly suspicious of James's pro-Spanish and pacific foreign policy especially after 1618
- Church financial problems remained.

Good answers may show an awareness that despite religious tension at the beginning and towards the end James's reign, overall, his reign was one of religious stability and relative harmony. especially when compared to the recent past and near future.

Question 2

- 03** Explain why there was hostility towards George Villiers (later Duke of Buckingham) in the years 1618 to 1623. (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 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.

Answers should include a range of reasons as to why there was hostility towards George Villiers in the years 1618 to 1623.

Candidates might include some of the following factors:

- envy of his rapid rise in favour
- patronage system he controlled
- influence over James and Charles

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

- dislike of favourites generally
- rapid rise of Villiers through the social hierarchy
- Villiers's control of patronage created envy and factional conflict

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

- alleged influence over James I
- accompanying Prince Charles on the marriage trip to Spain
- alleged Arminian sympathies
- opposition to Cranfield's curbs on court spending.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link gentry opposition to Villiers's control of patronage at court with Puritan suspicions of Villiers's religious and foreign sympathies.

Question 2

- 04** How far was discontent between Crown and Parliament in the years 1625 to 1629 due to Buckingham's foreign policy? (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 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.

Factors suggesting that Buckingham's foreign policy was a significant cause of the worsening relations between Crown and Parliament 1625–1629 might include:

- Parliament's preference for a cheap sea-war against Spain rather than the expensive, continental strategy championed by Buckingham
- military failures such as the Mansfeld and Cadiz expeditions 1625 for which Buckingham was blamed by Parliament
- Buckingham's initial French policy of supporting Richelieu against the Huguenots which outraged many MPs
- further military disasters at La Rochelle following Buckingham's subsequent change of his French policy to assist the Huguenots
- by 1627–1628 his foreign policy was seen as foolish since it involved England not only fighting Spain and France simultaneously, but fighting two countries who were rivals of each other
- the cost of these wars led the King to levy additional, non-parliamentary, taxation and to billet troops on the southern shires putting them under martial law
- this in turn led to legal and constitutional clashes such as the Five Knights Case, the Petition of Right and the Three Resolutions
- Buckingham's foreign policy put great strain on England's resources and bitterly divided Court and Country.

Factors suggesting other reasons might include:

- Parliament's refusal to fund even a sea-war adequately, e.g. by refusing to grant tonnage and poundage for life as was customary, forced Charles into fiscal methods of dubious legality
- England lacked the naval and military expertise to launch successful expeditions
- the campaign of Eliot and Pym to bring down Buckingham and oppose any drift towards Absolutism seemed to challenge the royal prerogative
- religious issues such as Charles' marriage to a Catholic and his promotion of Arminians within the Church deepened the suspicions of Puritan MPs about him
- Charles refusal to sacrifice Buckingham despite his unpopularity in Parliament left him isolated especially after Buckingham's murder.

Good answers are likely to show an awareness that though foreign policy dominated these years other issues such as Arminianism, constitutional and personality conflicts also produced tension. The terms of the Petition of Right and the Three Resolutions were not directly to do with foreign policy.

Question 3**05** Why did Charles I summon the Long Parliament in the autumn of 1640? (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 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.**

Answers should include a range of reasons as to why Charles I called the Long Parliament.

Candidates might include some of the following factors:

- military situation regarding the Scots Covenanters
- finance
- demands for a parliament

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

- apart from the Short Parliament there had not been a parliament since 1629
- anger at many of the royal policies since 1629
- emergence of an organised opposition leadership in England

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

- Charles's defeat in the Second Bishops War
- Scots occupation of the North-East
- terms of the Treaty of Ripon.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link lack of finance and military defeat in forcing Charles to call a second parliament in 1640.

Question 3

- 06** How important were the actions of Charles I during the Long Parliament for the outbreak of civil war in 1642? (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**
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- 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 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 Charles I's actions during the Long Parliament were important for the outbreak of civil war in 1642 might include:

- leaving London for York and trying to acquire weapons
- issuing commissions of array
- refusing the 19 Propositions
- refusing to accept the Militia Bill
- attempted arrest of the 5 MPs
- alleged involvement in plots such as 'the Incident'
- refusal to give Pym office
- opposition to the Root and Branch bill.

Factors suggesting Charles was not entirely responsible might include:

- his agreement to the 'Legal Revolution' of 1641 dismantling the Personal Rule
- Pym's demands over the militia, Grand Remonstrance and 19 Propositions which split Parliament and helped create a Royalist party
- Pym's attacks on the Queen which manipulated Charles into the attempted arrest of the 5 MPs
- external events such as the Irish Catholic rebellion heightened fears at Westminster and in the country
- Root and Branch bill which split Parliament over the future of the Church
- attainder of Strafford which disturbed many MPs.

Good answers may show an awareness that civil war was not entirely due to Charles I's actions nor was it inevitable. The actions of others such as Pym together with external events and religious paranoia also played their part. Nevertheless as king, Charles's actions had a particular importance. Candidates could argue that a settlement might have been reached on the basis of the 'Legal Revolution' in early 1641 had Charles been able to keep the trust of Parliament.

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