



**General Certificate of Education  
January 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

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January 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 ship money. (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:

- the main difference is that Source A is more positive and Source B places more stress on the negative consequences
- Source B gives examples of where there had been opposition
- Source B indicates why opposition was limited.

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

- the different perspective on ship money post-1637 in the context of the Scottish rebellion and Hampden's Case
- that Source A places stress on a judgement about ship money in financial terms whereas Source B is a wider assessment.

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

- both address the 90% paid
- Source A has an implication of the problems raised
- reference to a reluctance to pay can be linked to opposition in Source B.

In making a judgement about the degree of difference, candidates may conclude that Source A is a more positive, if limited, assessment than Source B. Both indicated that the financial success masked discontent.

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

How far can Charles I's Personal Rule be regarded as a success? (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 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 financial success of ship money. Reference to the impact of the Scottish war and different position for Charles in 1639–40
- **Source B** – the discontent caused by ship money. Reference to 1638 as a turning point
- **Source C** – reference to 1637. Failure of opposition and resignation of Puritans to that point.

From candidates' own knowledge:

Factors suggesting [*focus*] might include:

- Charles's financial position
- limited examples of opposition
- reform in the church
- no parliament.

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

- examples of discontent
- the build up of tension
- the impact of the Scottish rebellion
- the importance of Hampden's Case.

Good answers are likely to/may conclude that while on the surface Charles's Personal Rule could be said to be a success his financial and religious policies led to a 'coiled spring' of growing discontent that was unleashed by the impact of the Scottish Rebellion. The general unity of MPs in 1640 against the abuses of the Personal Rule illustrates how far Charles had alienated the 'political nation'. Stronger responses will link the Scottish rebellion to the development of opposition in England, for example, Hampden's Case. Such answers will also be able to comment on the idea of underlying discontent in England, referring to examples such as the diaries of some of the Kent gentry or emigration as forms of opposition.



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**Question 2**

**03** Explain why Arminianism was a source of tension in 1625–1626. (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:

- publication of Montagu's Arminian tracts, specifically Appello Caesarum
- Charles I's favour to William Laud
- Charles's support of the French crown against the Huguenots
- perceived influence of Henrietta-Maria.

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

- Puritan concern at Arminianism
- context of Thirty Years War as a war of religion.

And some of the following short-term/immediate factors

- the appointment of Montagu as royal chaplain in 1626
- the York House Conference, 1626.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might stress that the fundamental concern derived from Charles's control over religion through his prerogative it was he who favoured Arminianism/anti-calvinism. This was a concern because for most English Calvinist Protestants, but especially Puritans, Arminianism/anti-calvinism was equated with Catholicism.

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**Question 2**

- 04** 'Charles I was the main cause of conflict between Crown and Parliament in the years 1625 to 1629.'  
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:

- Charles's stress on his prerogative
- Charles's religious policy
- Charles's pro-French foreign policy
- Charles's support for Montagu and Buckingham
- Charles's use of the Forced Loan
- Charles's style of rule, for e.g. the Five Knights' Case, Petition of Right.

Evidence which disagree(s) might include:

- the impact of foreign policy
- finance
- religion
- the role of Buckingham
- the role of Parliament, including the following:
  1. the limited vote of tonnage and poundage
  2. the attacks on Montagu
  3. the attacks on Buckingham
  4. the Petition of Right
  5. the Three Resolutions

Good answers are likely to/may conclude that 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 distrust. More fundamentally Charles's style of rule bred mistrust that meant many interpreted his policies in the worst possible light. In turn Charles's paranoid personality meant that he believed that many in Parliament were determined to infringe his prerogative.

**Question 3**

- 05** Explain why the Root and Branch Petition of December 1640 caused concern for some MPs. (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**

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Candidates might include some of the following factors:

- the attack on episcopacy
- the 15,000 signatures and the role of the 'London mob'
- a symbol of the influence of John Pym and Puritans.

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

- the threat of Puritanism to the Church of England
- threat to order.

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

- fear of politics being taken out of Parliament.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might refer to the fear that John Pym was exploiting the London Puritan network to put pressure on Parliament. The Root and Branch Petition was also seen in the context of other attacks on the prerogative of the crown in the period such as the Triennial Act and the attacks on Laud and Wentworth.

**Question 3**

- 06** 'The Irish Rebellion of October 1641 was the main cause of civil war in England in 1642.'  
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**
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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.**

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

- Irish Rebellion raised tension at Westminster because of the importance of religion and the fear of Catholicism

- Irish Rebellion raised the immediate question of the need for an army, the Militia Bill. A central question because by his prerogative Charles would control it and some wondered whether he could be trusted to use it
- focus on Militia Bill provoked division of Parliament
- Pym's importance grew as a result of Irish Rebellion which in turn provoked division.

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

- Charles's unwillingness to compromise, the Five Members' Coup
- Civil War did not break out until August 1642
- the division provoked by the Grand Remonstrance.

Good answers are likely to/may conclude that the Irish Rebellion was central to escalating a division in parliament as it led to the Militia Bill and Grand Remonstrance. Division over these was fundamental in the development of a royalist party as part of the reactive process that was Constitutional Royalism.