



## **General Certificate of Education**

# **History 1041**

## *Specification*

### **Unit HIS2D**

# **Report on the Examination**

## *2009 examination – June series*

**This Report on the Examination uses the [new numbering system](#)**

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## *Unit HIS2D*

### **Unit 2D: Britain, 1625–1642: The Failure of Absolutism?**

#### **General Comments**

The standard of the majority of scripts was very encouraging, with many being of a high standard. It was particularly pleasing to see the quality of some of the essays produced. Candidates, generally, coped well with the demands of the various questions, whether comparison of sources, explanation or essays. Most worked to a clear structure appropriate to these type of questions and thus were able to convey their knowledge more clearly. More candidates opted for Question 2 than Question 3.

#### **Question 1**

##### **Question 01**

The majority of candidates dealt with this question well. Most were able to point out the focus of each source on different individuals with many linking this to the idea of responsibility. Most candidates were also able to point out the similarities between the sources. For development others needed to link these comparisons to more explicit own knowledge. More particularly candidates also need to be clearer in addressing 'extent'. Some candidates tried to address the contrast in terms of historiography. In this paper, this was not appropriate.

##### **Question 02**

The vast majority of candidates used the sources as part of their response. Most were able to outline why Charles's religious reforms created discontent and gave examples of opposition. Most focused on the Scottish Rebellion as a key point. Stronger responses built on to this an examination of the nature of opposition to religious reforms; they also balanced this by considering other factors, most notably concern at Charles's fiscal feudalism. The best answers directly linked the Scottish Rebellion and the consequent Bishops' Wars to Charles initiating Hampden's Case. From this candidates were able to more directly address the 'end' of the Personal Rule through Charles recalling Parliament in order to secure funds.

#### **Question 2**

##### **Question 03**

The majority of candidates were able to explain a number of reasons for Charles's resort to a Forced Loan, most focusing on his financial needs in the context of foreign policy and the reluctance of Parliament to offer supply. Better responses were more precise, many also addressing tonnage and poundage, the benevolence and the Forced Loan as a means of control or assertion of prerogative. Candidates should seek to link reasons and, where appropriate, make some judgement with regard to priority.

##### **Question 04**

Most responses to this question showed a sound understanding of foreign policy as a source of conflict but also how it linked to the other key factors of the period – finance, Buckingham and religion. Stronger responses addressed the role of Charles in a time of Personal Monarchy as underpinning the factors around which tension arose. In general terms more candidates needed to deal with the role of Parliament and evidence of the breakdown of the relationship after the Forced Loan, specifically the Five Knights' Case, the Petition of Right and the Three Resolutions.

### **Question 3**

#### **Question 05**

The majority of candidates were able to offer a range of explanations for the focus on Wentworth in early 1641. Most could explain the concept of an 'evil counsellor', the impact of his role in Ireland, the Army Plot or the perceived threat he posed. Some candidates also addressed the role of Charles I and the pressure he was under to agree to the Bill of Attainder.

#### **Question 06**

This proved to be the most problematic question for those candidates who attempted it. While there were many exceptional answers, unfortunately some candidates did not focus on the key period after the Irish Rebellion when civil war became more likely as Parliament divided and Constitutional royalists provided Charles with support. Some candidates tried to review Charles's reign from 1625 or offered inaccurate or general historiography. Historiography is not necessary and candidates would be better served by using Historians arguments in support of their own rather than trying to review the complicated historiography of the causes of the civil war.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.