



**General Certificate of Education  
January 2012**

**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 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](http://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 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)**

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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 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

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January 2012

**GCE AS History Unit 1: Change and Consolidation**

**HIS1D: Britain, 1603–1642**

**Question 1**

- 01** Explain why Parliament criticised James I's financial policies in the years 1604 to 1610. (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 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 Parliament was critical of James I's financial policies in the years 1604 to 1610.

Students might include some of the following factors:

- James's overall level of spending compared to Elizabeth, with the cost of the royal household almost doubling in these years
- lavish spending on favourites such as James Hay and extravagant conspicuous consumption such as the 'double supper', masques, clothes and new buildings

- attempts to raise money in ways disapproved of by Parliament such as impositions i.e. extra customs duties above those agreed by Parliament or arbitrary feudal dues such as wardships or purveyance
- although the Crown established the legality of impositions in Bates's Case, Parliament feared that James would use this precedent to limit their control over tannage and poundage
- disputes between James and Parliament over the terms of the Great Contract of 1610 and why Parliament rejected it.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might bring out the connections between James's personal extravagance and longer term financial/constitutional issues over subsidies/prerogative taxation; or between gifts to courtiers and MPs' xenophobia towards James's Scottish favourites.

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**Question 1**

- 02** How far was Parliament to blame for the Crown's financial difficulties in the years 1614 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 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.

Factors suggesting Parliament was to blame might include:

- failure to vote enough subsidies in 1614 and in 1624
- its refusal in 1625 to vote the customs duties for life as was customary at the beginning of a new reign
- only being prepared to vote money for a sea war, whereas a land expedition was needed to free the Palatinate
- its impeachment of Cranfield despite his success in curbing James's spending
- its limiting of other sources of royal income such as monopolies in 1624.

Factors suggesting that other factors were as much if not more to blame might include:

- the effects of inflation on the cost of government and warfare together with the inadequacies of the financial system such as under-assessment for subsidies and inefficient collection of taxes
- James's failure to manage Parliament effectively, e.g. in 1614 and 1621
- James's continued lavish spending, e.g. on George Villiers together with Villiers's control of patronage and his undermining of Cranfield's attempts to limit James's spending.
- James's wasting of money in pursuit of the Spanish Match
- corruption amongst high officials, e.g. Suffolk
- economic depression after 1618 made worse by the failure of the Cockayne Project in limiting royal income from trade.

Good answers will attempt a balanced judgement perhaps arguing, with support, either that James was simply incapable of living within his means, or that Parliament failed to appreciate the true financial costs of effective government or that the whole financial system of early 17th Century England was no longer fit for purpose.



**Question 2**

**03** Why did Charles I's religious attitudes cause concern among Puritans in the years 1625 to 1629?

(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. **3-7**
- 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 there was concern amongst Puritans about Charles I's religious attitudes.

Students might include some of the following factors:

- Charles's attraction to the anti-Calvinist/anti-Puritan views of Arminius
- Charles's favouring of Arminians such as Montague and Laud for promotion in the Church
- puritan perceptions that Arminians were crypto-Catholics and that the Reformation might eventually be reversed
- puritans also feared that there was a link between Charles's pro-Arminian religious attitudes and his high flown view of the powers of monarchy.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link puritan religious and political fears or explain that these puritan fears of

the Spanish Marriage were deepened by the Thirty Years' War or Charles's marriage to a Catholic in 1625 with possible consequences for the succession.

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**Question 2**

- 04** How successful was Charles I in reforming the English Church in the years 1629 to 1640? (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 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.

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The focus of the wording of this question is on the English Church and therefore long detailed accounts of events in Scotland and/or Ireland should be avoided by students. However, students may be able to link these to the success or failure of Charles's and Laud's attempted reforms in England. For example, a student might point out that the Scots' Rebellion and Bishops' Wars forced Charles to recall Parliament which then proceeded to impeach Laud and begin to reverse the religious reforms of the 1630s.

Factors suggesting success for Charles I's religious policy 1629–1640 might include:

- promotion of leading Arminians into key posts in the Church, e.g. Laud as Archbishop of Canterbury in 1633
- extension of Laudian reforms such as the restoring of altars and altar rails at the east end of parish churches, the wearing of vestments, use of the authorised Prayer Book, the 'beauty of holiness', etc
- improvement in the status and education of the clergy with bishops occupying important political posts once again and an increase in graduate clergy
- closer co-operation between government ministers and bishops, e.g. Bishop Juxon as Lord Treasurer
- halting of Puritan influence in the Church such as the Feoffees for impropriations, the punishment of Prynne, Burton and Bastwick and the increased emigration rate of puritans to the New World
- enhanced authority and curbing of gentry control in parishes through visitations, use of the High Commission and Star Chamber
- campaigns for the restoration of decayed churches and increase in tithe payments notably in London.

Factors suggesting limited success or failure might include:

- Charles's promotion of Arminians and his Catholic marriage created deep suspicion of his motives contributing to conflict in Parliament in 1629 – the Three Resolutions and in the parliaments of 1640
- difficulty of enforcing these measures effectively at parish level especially in areas where the local gentry and clergy were unsympathetic to Charles and Laud
- campaigns such as tithes and church rebuilding had only limited success
- the physical punishment of gentlemen such as Prynne proved counter-productive
- Charles's religious policies in England were undermined by his policy in Scotland forcing him to recall Parliament in 1640
- once the Long Parliament met in late 1640 it quickly imprisoned Laud and began to reverse the religious reforms of the 1630s.

Good answers are likely to show an awareness that although there was some success for Charles's religious policies in the 1630s this success was limited and short-lived once the Long Parliament met.

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**Question 3****05** Why did Charles I dissolve Parliament in 1629? (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 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 I's decided to dissolve Parliament in 1629.

Students might include some of the following factors:

- anger at MPs' support for merchants refusing to pay tonnage and poundage
- anger at parliamentary protests about the appointment of Montague and Laud to bishoprics
- anger at MPs' relief at the murder of Buckingham
- anger at Eliot etc holding down the Speaker to prevent a dissolution
- anger at the Three Resolutions directed against royal policies.

To reach higher levels students will need to show the inter-relationships of the reasons given, for example, they might bring out the connections between events in 1629 and the broader issues of Charles's motives.

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**Question 3**

- 06** How important are the actions of John Pym during the Long Parliament in explaining 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**
- 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 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 the importance of Pym's actions might include:

- Pym emerged as a key leader amongst those opposed to Charles I on political and religious grounds
- Pym's actions helped break the unity of the Long Parliament and so contributed to the emergence of a radical and a conservative wing in Parliament which made civil war possible
- the attainder and beheading of Strafford in Spring 1641, and methods by which he obtained it, began to divide Parliament
- Pym's support for the Root and Branch Bill and the Ten Propositions in the summer of 1641 divided Parliament
- his exploitation of the Irish Rebellion in October 1641 deepened distrust of Charles I
- the issuing of the Grand Remonstrance in November 1641 divided the House of Commons and further deepened distrust between Parliament and King
- manipulating Charles into the attempted arrest of the 5 MPs confirmed the suspicion of many MPs that Charles was planning to use force against Parliament
- the Militia Ordinance and Nineteen Propositions in the spring of 1642 which further divided Parliament about how far the Crown's powers should be removed
- his use of the London mob created fear of a social as well as a constitutional revolution.

Factors suggesting the importance of other factors might include:

- Charles I provoking a rebellion in Scotland in 1638–1640 which resulted in the calling of the Long Parliament, giving Pym his opportunity
- Charles failing to appoint Pym to office so turning his talents against the Crown
- failure to arrest Pym and other opposition MPs in January 1642 which confirmed Pym's argument that Charles's powers must be reduced
- Charles leaving London for York in early spring 1642 which created two centres of rival authority
- attempt to seize the arsenal in Hull and raise men and weapons abroad
- refusal of the Nineteen Propositions and issuing of Commissions of Array which led directly to armed struggle.
- the Irish Catholic Rebellion in October 1641 which created panic amongst English Protestants and raised the whole issue of an army and who should control it.

Good answers may show an awareness that whilst Pym played a crucial role in 1641–1642 and the events leading to the outbreak of civil war. It was often Charles's mistakes which intensified the results of Pym's actions and led to a civil war which most did not want.

### **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)