



**General Certificate of Education
June 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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

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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)

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

June 2012

GCE AS History Unit 1: Change and Consolidation

HIS1D: Britain, 1603–1642

Question 1

01 Explain why James I's second parliament in 1614 achieved little. (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 James I's second parliament in 1614, the 'Addled Parliament', achieved little.

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

- James's lack of effective electoral and parliamentary management
- Commons' sensitivity about their freedom to debate
- unresolved issues from the 1604–1611 Parliament such as the Great Contract and the legality of impositions

and some of the following short term/immediate factors:

- Commons' anger that 'undertaking' by Court members called into question its independence
- James's need for money following the funeral of Prince Henry and the marriage of Princess Elizabeth
- Bishop Neile's attacks on the Commons for debating matters such as impositions covered by the royal prerogative
- rivalry between the Howard and Pembroke factions which could include reference to the later Essex divorce / Overbury murder
- differences between the two Houses
- only lasted a few weeks.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might bring out how sensitive issues of the prerogative and privilege could be. Or how rival factions could exploit tension between the Crown's need for money and the Commons demand for their grievances to be addressed. Or the long-term problem of managing a parliament and obtaining subsidies versus the short-term interests of factions.

Question 1

- 02** How far were clashes between James I and the parliament of 1604–1611 caused by Parliament's concern about its privileges? (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 clashes were due to Parliament's concern about its privileges might include:

- MPs anxious that James's views of Divine Right Monarchy and the weakness of the Scottish Parliament might lead the new king to ignore their privileges
- clash in *Goodwin v Fortescue* 1604 about the settling of disputed elections to the House of Commons
- clash in *Shirley's Case* 1604 as to whether MPs could be imprisoned whilst Parliament was sitting
- movement by some MPs to draw up the *Apology and Satisfaction* asserting Commons' privileges
- MPs complaints that impositions, especially after *Bate's Case* 1606, undermined Commons' privileges to vote taxes
- MPs worries that the *Great Contract* 1610 would strengthen royal financial independence and so weaken Parliament's influence.

Factors suggesting other reasons than concern at parliamentary privilege might include:

- clashes over James's attempts between 1604 and 1607 to form a full union between England and Scotland
- criticism of James's extravagance and his Scottish favourites
- clashes over James's foreign policy of peace and friendship with Spain
- complaints about feudal dues such as wardship and purveyance
- criticism of James's perceived leniency towards Catholics
- complaints following the *Hampton Court Conference* including *Bancroft's Canons*.

Good answers are likely to show an awareness that constitutional issues were significant throughout the first parliament especially in the early years, but that clashes also occurred over non-constitutional issues such as the union, foreign policy and religion.

Question 2

- 03** Explain why James I's attempts to secure the Spanish Marriage for his son Charles were unpopular in England. (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 James's attempts between 1618 and 1623 to secure a Spanish Marriage for his son Charles were unpopular in England.

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

- Spain still seen as the national enemy
- Spain seen as a threat to English Protestantism

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

- context of the Thirty Years War and Palatinate Crisis
- suspicion about the religious leanings of the Stuarts and their favourite
- religious and political terms of any marriage treaty
- fear of a Catholic succession
- cost of the Madrid Trip at a time when the Crown was deeply in debt.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link broader international events in Europe to a heightened fear of Catholic influence at Court.

Question 2

- 04** How far was conflict between Charles I and his parliaments in the years 1625 to 1629 due to concern over the influence of Arminianism? (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 that conflict between Crown and Parliament 1625–1629 was due to concern at the influence of Arminianism might include:

- most MPs viewed Arminianism as close to Catholicism
- Parliament's criticism of Charles's support for the Arminian cleric Richard Montagu
- Parliament's criticism of the royal favourite Buckingham's support for Arminians at the York House Conference
- Parliament's annoyance at the promotion of leading Arminians to bishoprics and their preaching of sermons at the opening of parliament
- Three Resolutions 1629 included denunciation of supporters of Arminianism.

Factors suggesting the importance of other issues might include:

- failures in foreign policy notably at Cadiz and La Rochelle
- financial issues such as the forced loan
- constitutional issues such as martial law expressed in the Petition of Right
- suspicion of the Catholic queen
- hatred of Buckingham's power and influence
- role of MPs.

Good answers are likely to show an awareness that though opposition to Arminianism was a constant factor in the worsening of Crown-Parliament relations in these years it was not the only factor and not always the most immediate or important.

Question 3

- 05** Explain why Charles I's financial policies caused discontent in England in the years 1630 to 1637. (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**
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- 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 financial policies caused discontent in England in the years 1630 to 1637.

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

- Charles's financial policies allowed him to avoid calling a parliament
- obsolete taxes were revived or levied in new ways, e.g. ship money
- taxes were more difficult to evade than in the past

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

- Hampden's Case 1637 confirmed the legality of the new form of ship money
- forest fines, distraint of knighthood, monopolies, ship money taxed a wide range of the population
- Charles's financial and political position seemed stronger by 1637.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might bring out the connection between Charles's stronger financial position and his greater political independence from Parliament.

Question 3

- 06** How important were the actions of Charles I in the years 1638 to 1640 in bringing about the collapse of the Personal Rule? (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**
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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 Charles I's actions were important in bringing about the collapse of the Personal Rule might include:

- Charles's imposition of a new Prayer Book on Scotland causing rebellion in 1638
- Charles's mishandling of Covenanter opposition in 1638–1639
- his failure to make concessions in April 1640 resulted in the failure of the Short Parliament and loss of possible support
- his failure to build an effective army to defeat the Scots resulted in the humiliating Treaty of Ripon and his political weakness in 1640–1641
- his refusal to give Pym office faced him with a formidable political opponent able to exploit Charles's political weakness to force through significant reductions in the royal prerogative preventing any renewal of a personal rule in the future.

Factors suggesting the importance other factors might include:

- determined Scottish Presbyterian opposition to the Prayer Book and the religious views of Charles and Laud
- military and political organisation of the Scots Covenanters including links to the English opposition
- the Bishops' Wars 1639–1640 which undermined Charles' financial position and forced him to call first the Short and then the Long Parliament in 1640
- underlying weaknesses in the Personal Rule such as the lack of a strong army and finances especially after the taxpayers' revolt 1639–1640
- failure of Strafford to manage the Short Parliament and secure enough English support to defeat the Scots
- fear of Stratford and his Irish army
- Pym's political skills in organising an effective opposition to Charles in both the Short and Long Parliaments.

Good answers are likely to show an awareness that whilst Charles's actions were important in beginning a rebellion that forced him to recall Parliament, he was also faced with skilful and determined opposition in the form of the Scots Presbyterians and John Pym.

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