



## **General Certificate of Education**

# **AS History**

## **Unit 2: HIS2D**

### **Britain, 1625–1642: the Failure of Absolutism?**

# **Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 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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## Specimen Mark Scheme

### GCE AS History Unit 2: Historical Issues: Periods of Change

#### HIS2D: Britain, 1625–1642: The Failure of Absolutism?

##### Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source A** differ from those in **Source B** in relation to opposition to Charles I's Personal Rule. (12 marks)

*Target: AO2(a)*

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** 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. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** 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. **10-12**

##### Indicative content

Source B has a different emphasis from Source A by stressing the limits to opposition because of a lack of 'forum' and 'no effective way of combining to express opposition'. Source A explains the limits of opposition solely from the perspective of fear. Source B also refers in more general terms to 'government' policies, whereas the focus of Source A is solely on religion.

Both sources indicate concern over religion. Source A refers to 'profound reservations about religious policies' and Source B uses the example of Prynne, Burton and Bastwick. Both sources comment on the difference and reasons for surface conformity and private concern. Source A refers to 'thought best not to air them in public' and the comments in 'diaries'. Source A finishes with the statement 'outward compliance often concealed inner anger'. Source B comments on the lack of Parliament leaving 'very little opportunity to express any disagreement with royal policies'. Both sources agree that some responded to the Personal Rule by emigrating.

- (b) Use **Sources A, B and C** and your own knowledge.

How far was Charles I more successful in terms of finance than in issues of religion during his Personal Rule? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

- 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. **0-6**
- 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

Candidates need to address both aspects of Charles I's Personal Rule. More developed responses will increasingly offer a judgement of both religious and financial policies and a comparison of the two. This can also be built on further by consideration of their interrelation, either in terms of how opposition to one policy led to other opposition or how contemporaries viewed Charles's Personal Rule as a whole rather than by individual policies or policies in defined areas. In considering finance, candidates can illustrate their argument by reference to the following policies: the end of the war with Spain and France; monopolies; distraint of knighthood; forest fines; the role of Weston, Cottington and Juxon; fines for gentry remaining in London; the New Book of Rates; Ship Money. For religion, candidates can refer to: the relationship between Charles and Laud; Arminianism/Laudianism; the 'beauty of holiness'; the

abolition of the Feoffees for Impropriation; enforcement in Scotland and Ireland, particularly the Prayer Book. In assessing success, candidates will refer to examples of opposition, e.g. Prynne, Burton and Bastwick (as referred to in Source B); the comments in diaries (as referred to in Source A) and possibly specifically the evidence of the diaries of the Kent gentry; Alexander Leighton; St. Gregory's Case; Lord Balmerino; Bishop Williams; John Lilburne; John Hampden.

## Question 2

- (a) Explain why Charles I carried out changes to the Church in Scotland in the years 1633 to 1637. (12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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

Charles aimed to bring the three Churches of his multiple-kingdoms in line, and on his first visit to Scotland in 1633 Charles announced that he would introduce a new Prayer Book into Scotland. The 1636 Canons required that the altar had to be placed against the east wall of the chancel, that ministers had to wear the surplice at communion as well as a ban on extempore prayer. Candidates can also comment on these reforms being imposed solely on Charles's prerogative rather than through the Kirk or the General Assembly, or indeed the Scottish Parliament. The same approach was adopted when Charles introduced the Prayer Book into Scotland the next year, being first read in July 1637. Reference can be made to all of these changes as antagonistic to Presbyterianism or based in Laudianism/Arminianism.

- (b) 'Wentworth successfully implemented the financial and religious aims of Charles I in Ireland.'

Explain why you agree or disagree with this view of the achievements of Thomas Wentworth in Ireland in the years 1633 to 1640. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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. **0-6**
- 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

Candidates need to outline Charles's aims with regard to finance and religion in Ireland. These can generally be seen as making Ireland more independent of English crown finances and moving the Church in Ireland more in line with the changes in England, thereby reviving Protestantism in Ireland. Candidates may comment on the relationship between Charles's aims and those of his Lord Deputy, or how far his representative in Ireland could implement a central policy. For some this may lead to an examination of the concept of 'thorough'. With regard to the financial and religious policies of Wentworth, candidates can refer to: Wentworth trying to limit the influence of the Presbyterians; the imposition of Laudian ceremonialism, (particular reference may be made to Bramhall and Leslie); the 1634 establishment of the Court of High Commission; the attack on property rights to secure land for the Church; the 1634 Parliament which voted six subsidies because the Old English believed they would get confirmation of the Graces; £70 000 fine on Corporation of London; new plantation; raising rents; Court or Wards; Commission for Defective Titles; organisation of trade; including a new Book of Rates (1632).



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In assessing success, candidates can refer to the figures of starting with a £76 000 debt and deficit on £20 000. Wentworth doubled the revenue to £80,000 a year. The wider judgement can be made in the context of Wentworth uniting the various groups in Ireland against him and thereby laying the foundation for the rebellion of October 1641.

### Question 3

- (a) Explain why support for Charles I grew among moderates in the years 1641 to 1642.

(12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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

Candidates can refer to the existing support for Charles. The developing support can be outlined in the context of increasing reaction against the perceived threat of Pym and Parliament's abuse of power. Key triggers for moderates deciding that Charles was the best guarantee of stability can be used to illustrate the answer, e.g. the Root and Branch Petition; the Bill of Attainder; the Militia Bill; Grand Remonstrance. Reaction in Scotland such as the Cumbernauld Bond can be used. Reference can be made to examples of MPs like Hyde, Constitutional Royalism or even documents like the Answer to Nineteen Propositions.

- (b) 'Division in Parliament in the years 1640 to 1642 was more important than the actions of Charles I in causing the English Civil War'.

Explain why you agree or disagree with this view.

(24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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. **0-6**
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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

Candidates should address both division in Parliament and the actions of Charles I and assess how they contributed to the outbreak of civil war in England in 1642. Candidates should also show how the two were linked. Increasingly there will be clearer judgement with regard to the importance of each of the specified factors as well as comment on other factors, such as the Irish Rebellion, which in turn was related to both division and Charles's actions. Candidates may refer to the Scottish Rebellion but given the timeframe of the question this should be brief and linked to either, or both, of the specified factors. The general unity of Parliament in 1640 against the abuses of Personal Rule can be commented on in terms of idea of short-term causes. This unity can be referred to be illustration such as MPs as different as Pym and Hyde wishing to have no repeat of the Personal Rule. The initial reforms and attempts at settlement, for example Bedford's 'bridging appointments', can be used to comment on how division and crisis developed. In illustrating division, candidates can refer to key examples, the Root and Branch Petition; the Bill of Attainder; the Militia Bill and Grand Remonstrance. Part of the explanation of division can also focus on the role and impact of Pym. In explaining this in the

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context of division, candidates may attempt to link this to the development of a royalist party through Constitutional Royalism, a conservative reaction to the apparent and real radicalism of Parliament. Charles's role can be seen in the context of why Parliament was called in 1640 and limited reference can be made to the abuses of the Personal Rule. Candidates can also refer to the 'Incident', and most will make use of the Five Members' Coup. A key factor that should be addressed is the Irish Rebellion. This can be seen as an external factor that makes the crisis develop further or candidates may refer to it in the context of parliamentary division and the actions of Charles. The Irish rebels claimed to be acting in the name of Charles I and in the context of the 'Popish' and 'army' Plot this was believed by many fuelling the Militia Bill. The Militia Bill in turn spurred division in Parliament as this was a clear infringement of Charles's prerogative.