



General Certificate of Education

AS History 1041

Unit 1: HIS1D

Britain, 1603–1642

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

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 operational exams.

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 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)

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

Specimen Mark Scheme for examinations in June 2010 onwards
GCE AS History Unit 1: Change and Consolidation**HIS1D: Britain, 1603–1642****Question 1**

01 Explain why James I wanted a union between England and Scotland. (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

Candidates can point out that James actually wanted more than a mere union of crowns, through this was important to him. Rather he thought in terms of creating a single state 'Great Britain' out of two separate, independent and often hostile countries. Candidates can refer to a range of reasons why James wanted both a union of crowns and a wider union between his two kingdoms. Amongst these were:

- dynastic reasons – James believed that he was destined to bring about this union because of his descent from the royal dynasties of both kingdoms
- international status – uniting England and Wales, Ireland and Scotland under his rule would give James enhanced international prestige
- security reasons – Scotland had often been an ally to England's enemies whilst the Anglo-Scottish Border was notorious for its violence and lawlessness

- religious reasons – such as his belief that God intended a union because of the absence of natural barriers between England and Scotland
- ecclesiastical reasons – to encourage greater Church unity between kingdoms
- political reasons – a move towards greater political/religious unity between his kingdoms which would strengthen his authority at home
- economic benefits – particularly to Scotland from a union, since England offered a large and rich market for Scots goods
- diplomatic reasons – greater prestige would enable James to play the part of ‘Rex Pacificus’ in the various religious and dynastic quarrels of Europe.

Higher level answers will demonstrate good understanding of a range of reasons with the best answers attempting to prioritise and put into a broad framework.

Question 1

- 02** How important was James I’s attempt to obtain a union between England and Scotland in causing difficulties with his first parliament in the years 1604 to 1611? (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

Candidates need to consider the evidence that James's ambitious project for a full union was an important cause of the problems which arose, but also be prepared to challenge this and consider the role of other factors. Thus:

- James's attempts to move towards unity between 1604 and 1608 certainly met with great hostility in Parliament and much criticism of the King
- proposals for a closer union unleashed adverse reactions such as fear of a Scots take-over, worry about Scots economic competition, financial and legal concerns, as well as nationalism and xenophobia
- even James's attempts to devise a common flag and currency were undermined
- opposition to James's hopes for a fuller union was so determined that the issue was never raised seriously after 1608
- MP's hostility towards his pet project soured James's attitude to Parliament.

However, the union became less important as an issue after 1607 and opposition was less to a union of crowns than to a full union of laws, money, flag, etc.

On the other hand, many of the conflicts between Crown and Parliament in the years 1604 to 1611 had little to do with the union and were due to other factors, such as:

- constitutional conflicts over issues of parliamentary privilege and the royal authority such as *Goodwin v Fortescue*, *Shirley's Case* and *Bate's Case*
- financial disputes over wardships, purveyance, monopolies but especially over impositions, and these rumbled on throughout this parliament and the rest of the reign
- issue of foreign policy notably relations with Spain such as the Treaty of London in 1604 and a proposed Spanish marriage for Prince Henry in 1610
- religious issues were important at the very beginning of the parliament with stricter penal laws against Catholics following the Gunpowder Plot and complaints from Puritan MP's about Bancroft's 'Canons'.

Judgement may centre around what period in the life of the 1604–1611 parliament is being considered and from whose point of view.

Question 2

- 03** Why did James I pursue a Spanish marriage for his son Charles in the years 1618 to 1623? (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

The idea of a Spanish marriage originally for Prince Henry and later for Charles reappeared periodically throughout most of James's reign despite its unpopularity in England. There were general and specific reasons for this:

- James did not share the deep antagonism towards Spain felt by most of his English subjects ending Elizabeth's Spanish War and striving for good relations with Spain thereafter
- given the cost of war, the power of Spain and the needs of English trade, a more friendly policy towards Spain, especially if sealed by a marriage, made sense.

After 1618 a Spanish Match had particular attractions for James:

- the prospect of a large dowry which could help reduce his high level of debt
- status for the Stuarts by marrying into the leading family of Europe
- pursuing the marriage as part of his broader aims in foreign policy, e.g. a Spanish marriage for Charles would balance the 'Protestant' marriage of 1613 of his daughter Elizabeth to Frederick of the Palatinate and enable him to influence both the Habsburg and anti-Habsburg parties in Europe

- it fitted in with his desire to be seen as the 'Rex Pacificus' using his contacts to defuse the growing international crisis provoked by Frederick's acceptance of the Bohemian crown
- the attractions of a Spanish marriage were renewed in 1621 with the Palatinate crisis following the outbreak of war in Europe with James hoping to rescue his daughter and son-in-law, who had been driven out of the Palatinate by Spanish troops, without an expensive military expedition
- more ambitiously he hoped to use his good offices to contain the spread of war through careful negotiation, and a marriage deal with Spain would make a successful outcome more likely
- the role of the Spanish ambassador, Gondomar, in encouraging better relations with Spain.

Higher level answers will demonstrate good understanding of a range of reasons through detailed explanation. The best answers will consider the links with the broader international context and attempt to prioritise James's reasons. They may distinguish between more general reasons and specific factors c1620.

Question 2

- 04** How important were relations with Spain as a cause of conflict between Crown and Parliament in the years 1624 to 1629? (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

The unpopularity of James's pursuit of a Spanish Match, culminating in the failed Madrid Trip, reinforced pressure on James from the 1624 Parliament and from Charles and Buckingham, to reverse his policy of peace with Spain and declare war. Subsequent arguments over how that war should be pursued and how it should be paid for did cause considerable conflict in the years 1624 to 1629 and especially between 1624 and 1626, e.g.:

- whether a naval or land strategy should be followed
- over the Subsidy Act and Forced Loan
- over the failures of the Mansfeld and Cadiz expeditions which exposed Charles's favourite and chief minister, Buckingham, to attack and attempted impeachment
- the cost of the Spanish War forced Charles into increasingly arbitrary fiscal measures
- frustration at English inability to inflict defeats on Spain together with Habsburg triumphs in Europe encouraged Puritan fears about Arminian and Catholic influences at Court and in the Church
- war with Spain strengthened Buckingham's influence over foreign policy leading both to Charles's unpopular French marriage and later to war with France and more disaster at La Rochelle.

However, the Spanish War was less important as a cause of conflict after 1626.

At the higher levels, candidates will consider the importance of other issues which brought conflict between Crown and Parliament:

- financial and linked constitutional issues such as Tunnage and Poundage, Forced Loans, the Five Knights Case, the Petition of Right and the Three Resolutions played an increasingly acrimonious part
- concern over Arminian influence in the Church and at Court, combined with the devout Catholicism of Henrietta Maria and war in Europe, brought increased tension in Parliament
- the French War exacerbated the problems caused by the Spanish War creating constitutional issues over billeting/martial law as well as bitter criticisms of Buckingham especially over the failed expeditions to La Rochelle
- Buckingham, with his influence over Charles, his wealth, pursuit of family interests and apparent support for Arminianism, became both a target for factional conflict and a scapegoat for criticism of government policy
- Charles's attitudes in regard to the royal prerogative, religion and his favourite.

Judgement will come in prioritising reasons, distinguishing between the earlier and later part of the period and demonstrating a grasp of the connections between the various factors.

Question 3

- 05** Explain why Archbishop Laud attempted to reform the Church of England in the years 1633 to 1640. (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**
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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

Candidates could consider various motives behind Laud's reforms. Amongst these might be:

- his desire for dignified worship drawing on traditional ritual and ceremony
- emphasis on an orderly, uniform Church with a common form of worship and ceremony across the whole kingdom
- an attempt to restore the influence of the Church and of the clergy, particularly bishops and diminish that of the gentry and nobility
- a desire to improve the Church's finances in order to have a better educated clergy and restore buildings
- dislike of Calvinism with its emphasis on predestination and the individual rather than on free will and the communal
- desire to curb Puritanism with its unlicensed preaching, rejection of traditional forms, attempts to infiltrate its clergy into parishes and links with opposition to the Crown
- the sympathy and support of Charles I, of ministers like Wentworth, and of the prerogative courts
- Laud's authority as Archbishop of Canterbury.

Some candidates may stress the political aspect of Laud's reforms arguing that his ecclesiastical reforms were part of a broader policy of strengthening royal control over the shires. Others may see his reforms as motivated primarily by his Arminian religious views and as a reaction against Calvinism.

Question 3

06 How important was religious opposition in bringing an end to Charles I's Personal Rule in 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**
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- 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 might consider:

- religious opposition in Scotland played a key role in the rebellion of 1638 and the subsequent 'Bishops Wars' of 1639 and 1640 which forced Charles to recall Parliament in April and in November 1640 and end his eleven years of personal rule
- it was Scots Presbyterian refusal to accept the new Prayer Book which led initially to the National Covenant and the formation of an army to defy the king and the bishops
- in England opposition to Laud's religious reforms created a groundswell of discontent and linked religion with opposition based more on constitutional and financial issues
- it was often Puritan gentry and nobles who took the lead in demanding change notably in the Short Parliament of 1640, e.g. Pym, Saye and Sele
- religious opposition encouraged co-operation between Charles's opponents in Scotland and in England weakening Charles's power.

However, stronger answers will seek a balance with other factors. Amongst these:

- financial opposition to Ship Money and other prerogative taxation in England resulted in a sharp decline of revenue in 1639–1640 pushing the Crown into debt
- financial weakness was made worse by the cost of the Bishops' Wars whilst the terms of the Treaty of Ripon forced Charles I not only to call two parliaments in 1640 but accept reduction in his powers in 1641
- opposition to the prerogative courts and regional councils, especially as used by Wentworth
- Charles's political mistakes such as the decision to enforce the Prayer Book on Scotland without the agreement of the Scots Parliament or the General Assembly and his mishandling of the Short Parliament
- political mistakes by ministers, e.g. Hamilton's mishandling of the General Assembly and Wentworth's belief that he could manage a new parliament
- political opposition to his policies in the 1630s, skilled opponents like John Pym and the speed with which the opposition to the King re-established itself in 1640, lost Charles control of both the Short and Long Parliaments
- survival of political opposition through the years without a parliament due to religious, family and commercial links
- some may argue that the reforms of the 1630s proved inadequate to meet the crisis, for in 1639–1640 Charles not only lacked sufficient money but also a reliable administration and army with which to enforce his rule
- military factors such as Charles's lack of an effective army and commander compared to that of the Covenanters, resulted in defeats in 1639 and 1640.

High level answers may also argue that the Scots revolt was not entirely religious in its longer term causes and that in England the 'taxpayers revolt' of 1639–1640 was more immediately serious than religious opposition. Candidates may point out that the prerogative powers on which the Personal Rule had rested were removed in 1641 rather than in 1640, and argue that had the Bishops' Wars not gone so disastrously wrong these powers might have remained.