



**General Certificate of Education
June 2010**

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 candidates' 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 candidates' 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 candidates' 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.

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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

June 2010

GCE AS History Unit 1: Change and Consolidation

HIS1D: Britain, 1603–1642

Question 1

01 Explain why the Great Contract of 1610 was rejected. (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 candidates 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 Salisbury's proposals for a Great Contract replacing income from the Crown's feudal dues by a fixed, annual sum voted by Parliament, was rejected.

Candidates might include some of the following factors:

- Parliament's financial concerns
- Crown's financial concerns
- constitutional implications.

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

- value of feudal dues to the Crown
- Crown's concern for its long term financial position
- Parliament's preference for James to economise.

and some of the following short term/immediate factors:

- Parliament was reluctant to vote James a sum which he felt was sufficient
- MP's were also reluctant to commit themselves and their constituents to paying a regular, annual, land tax to raise the money needed
- James felt that the sum offered i.e. £200 000 was inadequate especially given inflation
- equally James did not wish to surrender sources of money which were independent of Parliament.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might bring out the connexion between the financial and constitutional concerns.

Question 1

- 02** How important is finance in explaining the conflicts between Crown and Parliament 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 candidates 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.

Candidates 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 finance was important might include:

- disputes over finance played an important role in the 1614, 1621 and 1624–1625 parliaments. For example, resentment about the failure of the Cockayne Monopoly, the number of monopolies, the selling of titles, the number of subsidies demanded, James' spending on his new favourite, Buckingham, and the effects of economic recession
- these disputes were related to the level of Crown spending and consequent need for revenue. For example, James' demand for subsidies in 1614 was regarded unsympathetically by the Commons given his ever-mounting expenditure especially as the issue of impositions had still not been settled to Parliament's satisfaction. By 1625 James' debt was around 2½ times that of 1603
- financial issues were also related to other issues. For example, in 1624–1625 resentment at attempts by Lionel Cranfield, Earl of Middlesex, to cut Court spending and curb James' granting of pensions and gifts to courtiers. This led to Cranfield's impeachment. Similarly the Commons refused to grant the amount needed to fight a land war or even an effective sea-war against Spain.

Factors suggesting other issues or that finance was not always the dominant issue might include:

- conflict between rival factions especially the pro/anti-Howards and pro/anti-Villiers, which help explain the failure of the 1614 Parliament and the impeachments in both 1621 and 1624
- constitutional issues, for example over the use of 'undertakers' in the 1614 elections, the revival of impeachment and Parliament's discussion of foreign policy in 1621, and Parliament's wish to control monies voted for the Spanish War in 1624–1625
- foreign policy issues played an important role in the last two parliaments of James' reign.

Good answers may show an awareness that finance was closely involved with other contentious issues but that there were also sources of dispute which were not directly the product of finance.

Question 2

- 03** Why did Puritans feel threatened by James I's foreign policy in the years 1618 to 1625?
(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 candidates 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 Puritans felt threatened by James' foreign policy in the early 1620s.

Candidates might include some of the following factors:

- the outbreak of the Thirty Years War
- James' reluctance to fight Spain
- his pursuit of a Catholic marriage partner, first Spanish and then French, for his heir
- Puritan fears about the terms of any Spanish or French marriage treaty.

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

- Puritan fears of Spain as the greatest foreign threat
- James long-standing attempt to improve relations with Catholic Spain

- Puritan view that the Thirty Years War was a struggle between Catholicism and Protestantism.

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

- the Spanish invasion of the Palatinate and Catholic Hapsburg triumph in Europe after their victory in Bohemia
- the alleged influence of the Spanish ambassador Count Gondomar over James
- the joint Buckingham-Charles embassy to Madrid 1623
- the French marriage 1625.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain Puritan religious fears in the context of foreign policy events.

Question 2

- 04** How important were religious issues in causing the breakdown of relations between Charles I and his parliaments in the years 1625 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

Note: This content is not prescriptive and candidates 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.

Candidates 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 religious issues were important might include:

- Crown support for the Arminians which upset the balance in the appointment of bishops and royal chaplains maintained by James I and so provoked criticism in Parliament
- Charles I not only made clear his dislike of Puritans but openly appointed Arminian sympathisers to key posts in the Church notably William Laud who was rapidly promoted e.g., Bishop of London 1628
- the stress of Arminians in sermons and pamphlets on hierarchy and obedience made them seem natural supporters of a more absolutist monarchy at a time when Parliament was already worried by the threat of Absolutism
- although Arminians were not Catholics, in the minds of most MPs and for many in the country there was little difference in practice. Arminians were seen as wishing to move the Anglican Church back towards Rome with all the fears for their lands and freedom this aroused amongst the gentry resulting in their mention in the Three Resolutions 1629
- religious fears were also aroused by Charles I's marriage to the openly Catholic Henrietta Maria leading to fears of a pro-Catholic Court
- the impact on religious tension of foreign affairs with the Thirty Years War going the way of Catholic Spain/Austria and with England's contribution to the Protestant cause a disastrous failure.

Factors suggesting other issues might include:

- defeats in the wars against Spain and France e.g. Mansfeld, Cadiz and La Rochelle
- conflicts over finance notably forced loans and billeting leading to legal cases such as the Five Knights, the Petition of Right and the Three Resolutions
- hostility to Buckingham's influence over Charles I and the Court
- attitudes of Charles I towards Parliament and of Parliament towards taxation.

Good answers may show an awareness that religious issues were an important direct factor at certain points, e.g. 1625 but that at times other issues such as foreign policy, opposition to Buckingham and the Court were more important. Balanced answers will be aware that financial and constitutional factors were sometimes equally or more important.

Question 3

05 Why did the introduction of a new prayer book into Scotland in 1637 cause such unrest?
(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 candidates 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 the 1637 Prayer Book caused unrest.

Candidates might include some of the following factors:

- religious fears amongst Scots Presbyterians about the 1637 Prayer Book
- the way it was introduced into the Scottish Kirk
- suspicion about Charles I and the influence of Archbishop Laud.

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

- suspicion about Charles I's religious aims going back to 1625
- growing influence of Laud over Charles I
- fear about greater central control from England over Scottish affairs.

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

- riot at St Giles
- the new prayer book was drawn up by the Scottish bishops without consulting the General Assembly of the Kirk or the Scots Parliament
- Prayer Book ceremonies were felt to be too influenced by Anglican and Laudian ideas which many Scots felt were 'popish'
- the new prayer book was seen as part of a policy of greater religious uniformity being pursued in all three kingdoms.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might discuss the connections between religious and political/nationalist concerns.

Question 3

- 06** How important was the Scottish Rebellion (1638–1640) in causing the downfall of Charles I's 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**
- 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 candidates 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.

Candidates 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 the Scottish Rebellion was an important factor in the downfall of Charles I's personal rule might include:

- the Scots rebellion was important because it was the first serious challenge to Charles I's policies and system of government in the 1630s
- the Prayer Book rebellion developed into two military conflicts, the 'Bishops' Wars' 1639 and 1640 which faced Charles' government with a severe test
- the first war in 1639 revealed the financial and military weaknesses of the Personal Rule as well as the reluctant support it had in much of England
- the cost of an army forced extra taxation, e.g. coat and conduct money which together with existing ship money and other feudal dues, caused a 'taxpayers' strike' in 1639–1640
- this forced Charles to call a parliament for the first time in eleven years, allowed the political opposition in England to have an ally in the Scots Presbyterians and to voice their demands in the Short Parliament
- the second war in 1640 ended in defeat for Charles I and the humiliating Treaty of Ripon
- by which Charles was forced to call another parliament and became burdened with heavy payments to be made to the Scots ensuring that he would not be able to dissolve this parliament quickly
- as a result the opposition in the Long Parliament was in a strong position which enabled Charles' opponents to push through a 'legal revolution' i.e. changes to which the king had to agree in the first half of 1641
- these changes removed not only the leading ministers of the Personal Rule but destroyed most of the financial, administrative and legal basis of that rule ensuring that it could not be repeated.

However, there were limitations to the importance of the Scottish rebellion and there were also other factors which account for the end of Charles's attempt to rule indefinitely without a parliament. Factors suggesting these might include:

- it was not so much the rebellion in Scotland but Charles' failure to defeat it which ended the Personal Rule. Had Charles been able to defeat the Covenanters the Personal Rule might well have gone on longer.
- Charles's failure to defeat the Scots rebels was the result of several factors e.g. lack of a professional army, shortage of money, lack of competent generals and the better organisation of the Covenanters
- the Personal Rule was not as strong as it appeared – its underlying finances were weak, it had no proper army or bureaucracy
- Charles's policies in the 1630s – financial, administrative and religious - had alienated important sections of English society and once Parliament met this opposition found effective leaders such as Pym who could organise and direct it
- Charles made other mistakes such as dismissing the Short Parliament too quickly, alienating the City of London and failing to dismiss ministers such as Strafford, all of which contributed to the end of his personal rule.

Good answers are likely to show an awareness that the Scottish Rebellion created the essential context in which the permanence of the Personal Rule was weakened even though alone it did not bring about the final end of personal rule government.