



**General Certificate of Education
January 2011**

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

January 2011

GCE AS History Unit 1: Change and Consolidation

HIS1D: Britain, 1603–1642

Question 1

01 Explain why James I wished to be seen as a peacemaker in foreign affairs. (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 James I wished to be regarded as a peacemaker in foreign affairs.

Candidates might include some of the following general factors:

- James I's ideas and attitudes such as dislike of violence and preference for diplomacy
- James's ideas and ambition for increasing his own status and that of the Stuarts in Europe
- financial pressures on him to end or avoid war

- commercial interests of his kingdoms also led to desire for peace.

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

- James's experience of violence in his own kingdoms
- Scottish attitudes towards Spain different to English.

and some of the following short-term/immediate factors could develop the general points:

- opportunities during his reign to realise his ambition as an international arbiter and Rex Pacificus
- opportunities to raise the status of the Stuarts through the marriage of his children – examples may be given from his reign
- war as a cause of royal debt and greater dependence on Parliament
- the need to revive and maintain trade with the Spanish Netherlands and France
- the need to complete the pacification of Ireland and the Borders
- belief in Divine Right made James uneasy about supporting Dutch rebels or his son-in-law's conflict with the Emperor
- desire to act as the arbiter of Europe in political and religious affairs.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might link his attempts to maintain a peaceful policy in foreign affairs with his dynastic ambitions or with domestic problems such as finance and the economy at certain points in his reign. Candidates may also prioritise the various reasons with explanation.

Question 1

- 02** How successful was the Crown in achieving its aims in foreign policy in the years 1618 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 success might include:

- James I's maintaining his aim of peace with Spain until 1625 despite the Palatinate crisis and domestic pressure
- James maintaining peace with the Dutch despite trade rivalry
- James achieving his aim of avoiding direct involvement in the Thirty Years War
- James I/Charles securing a marriage treaty with France in 1624–1625
- initial support in Parliament for Charles' anti-Spanish stance in 1624–1625.

Factors suggesting lack of success might include:

- James's failure to regain the Palatinate
- James's failure to obtain a Spanish marriage
- war with Spain at the end of James's reign
- failure of the Mansfeld and Cadiz expeditions 1625/1626
- war with France as well as Spain after 1626
- failure of the La Rochelle expeditions 1627 and 1628
- unpopularity of the French marriage
- parliamentary opposition to James I's pacific policy towards Spain 1618–1624
- parliamentary criticisms of Charles I conduct and financing of foreign policy 1625–1629 including reliance on Buckingham
- Treaties of Susa and Madrid 1629 and 1630.

Good answers are likely to/may show an awareness that Stuart foreign policy in the years 1618 to 1629 was marked more by failure than by success. However, candidates may decide that James's policy was the more successful because more realistic given that the Crown lacked the resources to fight an effective continental or naval war against powerful countries such as Spain and France. Candidates will probably refer to the Duke of Buckingham but should do so within the focus and context of this question.

Question 2

03 Explain why Parliament presented the Petition of Right to Charles I in 1628. (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 Parliament presented the Petition of Right to Charles I in 1628.

Candidates might include some of the following factors:

- financial
- constitutional
- legal
- political aims of leaders of the parliamentary opposition, e.g. Coke, Eliot, Pym.

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

- legacy of mistrust between Charles I and Parliament
- impact of war
- opposition to Buckingham.

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

- levying of benevolences and forced loans 1627
- imposition of billeting and martial law
- Five Knights' Case and Charles' handling of it
- Charles's request for subsidies 1628
- political situation, summer 1628, including House of Lords.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example, between the financial, legal and constitutional factors involved. Candidates may also prioritise the various reasons with explanation. Some candidates may explain why it was a petition and not a bill but this is not expected. Higher level answers should aim to include at least some specific reasons.

Question 2

- 04** How successful were the financial policies of Charles I in England the years 1629 to 1640? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and 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 success might include:

- enabling Charles to manage for eleven years without parliamentary subsidies
- increasing the Royal revenue
- cutting expenditure
- balancing income/spending by 1637
- reviving obsolete forms of revenue, e.g. forest fines, distraint of knighthood
- exploiting existing revenues more effectively, e.g. ship money
- financial returns from ship money which were high by early 17th century standards
- cutting Court costs
- rise in the customs revenues resulting from the avoidance of war
- judgement in Hampden's Case in favour of the Crown.

Factors suggesting limitations to success might include:

- resentment caused by Charles's financial policies amongst a range of social groups
- political cost sometimes outweighed the financial gain
- judgement in Hampden's Case showing divisions as to the legality of ship money
- precariousness of Charles's financial position by 1637
- limitations of the financial strategy revealed by the Scots crisis after 1638
- tax-payers revolt by 1639–1640 following levying of coat and conduct money as well as ship money.

The strongest answers are likely to show balance and judgement. They might conclude that although there was financial success compared to the past and in the context of non-parliamentary rule, this success was essentially short-term and was soon reversed under the impact of the Bishops' Wars.

Question 3

- 05** Explain why Thomas Wentworth, Earl of Strafford, was executed in May 1641. (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 Wentworth was beheaded in May 1641.

Candidates might include some of the following factors:

- Strafford was identified with the unpopular policy of 'Thorough' i.e. tougher central control over the outlying regions and kingdoms
- Strafford was seen as a close supporter of Archbishop Laud
- Strafford's loyalty to Charles I and creation of an army in Ireland made him a particularly dangerous opponent
- political situation in 1641 which his enemies were able to exploit.

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

- Strafford's policies in the North of England had upset local gentry and merchants
- in Ireland he had angered the Anglo-Irish gentry, Ulster Presbyterians and Irish Catholics

- creation of an army in Ireland led MPs to fear its use against Charles's opponents in England and Scotland
- Pym had not forgiven Wentworth for going over to the Court in 1628.

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

- failure of impeachment process to convict Strafford
- Pym's use of the Army Plot and the London mob to intimidate both Houses and Charles I into agreeing to the Bill of Attainder
- Pym's ambitions
- political weakness of Charles I in early 1641.

At the highest level candidates need to show the inter-relationship between the causes arising from policies and the political situation in early 1641. Candidates may also prioritise the various reasons with explanation.

Question 3

- 06** How important was the Irish rebellion of October 1641 to the outbreak of civil war in England in August 1642? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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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

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 importance might include:

- the Irish Rebellion in October/November 1641 was important in radicalising events at Westminster and beginning the divisions within Parliament that made a civil war possible
- the revolt created panic in Parliament and the country with rumours of massacres of Protestants by the Catholic Irish and of rebel plans to invade England
- the rebels claimed to be acting in the king's name which further deepened distrust of Charles I as well as belief in a 'popish plot'
- Pym was able to exploit this opportunity to intensify fear of 'popery' and use it to unite the Long Parliament against Charles I
- it made central the issue of an army to suppress the rebellion and thus raised both a political issue – could Charles be trusted with control of an army; and a constitutional issue – should the Crown be deprived of this key prerogative power?
- the Irish rebellion and the issues it raised linked in turn to the Grand Remonstrance and the Militia Bill and thus the division in the Commons between those who felt that the royal prerogative must be further reduced and those who felt that this was too extreme
- in the response to these issues lay the origin of the parties which fought the civil war.

Factors suggesting limiting its importance might include:

- civil war did not break out for almost another year, i.e. the late summer/autumn of 1642
- only a minority on both sides seemed to have wanted or been prepared for civil war even months after the Irish rebellion
- there was general agreement in Parliament on the need to suppress the rebellion, the divisive issue the revolt raised was trust of the king.

Strong answers are likely to/or may show an awareness that there also were other factors leading to civil war and, at the highest level reach a judgement with explanation:

- disasters in Scotland which led to the Long Parliament being called
- Charles I's mistakes in 1641–1642 such as the attempted arrest of the 5 members and his leaving London for York thus creating two centres of authority
- Militia Ordinance and Nineteen Propositions which further divided Parliament and created a royalist party
- Attempts by both sides to raise armies.

Higher level answers will recognise the part played by the Irish Rebellion not only in creating a climate of distrust but in intensifying divisions within Parliament. However, higher level answers will also be aware of the role of other factors, especially in 1641–1642, which created the two parties at Westminster and in the country without which a civil war could not have occurred.