



## **General Certificate of Education**

# **AS History 1041**

### **Unit 2: HIS2D**

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

## **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](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 for examinations in June 2010 onwards**

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

**HIS2D: Britain, 1625–1642: the failure of Absolutism?**

**Question 1**

**01** Use **Sources A** and **B** and your known knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the role of Laud in the religious reforms of the 1630s. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |            |  |              |
|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.   | <b>1-2</b>   |
| <b>L2:</b> | 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.   | <b>3-6</b>   |
| <b>L3:</b> | Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                       | <b>7-9</b>   |
| <b>L4</b>  | 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. | <b>10-12</b> |

**Indicative content**

**Difference:**

- Source A focuses on the role of Laud as dominant
- Source B focuses on the role of Charles I
- Source B comments on Charles's role in the imposition of the Prayer Book on Scotland
- Source A comments on Laud bringing order to religious policy and advising Charles to proceed more slowly.

**Agreement:**

- both sources refer to the unwillingness of both Laud and Charles to tolerate opposition
- both sources refer to Laud trying to limit Catholic influence at court, Source B referring to the queen specifically.

Candidates can support the material from the sources with reference to various religious policies of the period.

### Question 1

**02** Use **Sources A, B and C** and your own knowledge.

How important was opposition to religious reforms in the years after 1633 in bringing an end to the Personal Rule of Charles I?

(24 marks)

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

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

All three sources can be used directly in response to the question.

- Source A – Laud’s willingness to trample on opposition
- Source B – Charles’s responsibility for the imposition of the 1637 Anglican Prayer book on Scotland
- Source C – reference to use of Star Chamber against opposition.

Candidates need to consider examples of religious opposition to Charles I in England. These may be discussed as part of the wider opposition to Charles’s authority. The examples that can be considered include: St Gregory’s Case (1633); Prynne (1634); Prynne, Burton and Bastwick (1637), Lilburne (1638) and Bishop Williams (1637). The extent and representative nature of the examples should be used to make a judgement. Candidates should also consider the Scottish Rebellion as religious opposition, and may specifically consider this as the turning-point of the period and the key cause of the end of the Personal Rule. Candidates should also set their judgment of the religious opposition alongside that of other examples of opposition, notably Hampden’s Case of 1637–1638.

The Personal Rule did not end until 1640 and it is therefore valid for candidates to comment on the importance of Charles’s reaction to the Scottish Rebellion and need for finance from an English Parliament. Candidates may comment on the links between leading Covenanters and ‘opposition’ figures in England like Pym. Furthermore, candidates may also comment on the high levels of emigration as an expression of opposition. Candidates can also comment on the difference between religious and financial/political opposition. Stronger answers will comment on the interrelation between opposition in Scotland, specifically the Prayer Book Rebellion and its link to Hampden’s Case and the collapse of Charles’s authority as a result of the Bishops’ Wars. Candidates can argue that without the Scottish Rebellion the opposition in England was, and would not have been, a serious threat. It could also be stated, however, that the nature of Charles’s rule meant that at some point he was likely to provoke serious opposition, and at some point this was likely to bring the collapse of the Personal Rule.

## Question 2

**03** Explain why Charles I called for a forced loan in 1626. (12 marks)

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

### Levels 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 may consider some of the following:

- the need to finance foreign policy
- the Parliament's limited grant of tonnage and poundage
- the use of prerogative income rather than rely on parliamentary subsidy
- the manner of forced loan would ensure higher yield
- the failure of the benevolence
- the use of a forced loan as a test of political loyalty
- the influence of 'new counsels' in Charles's Privy Council
- the justification by national emergency
- the support of Laud.

Charles's financial needs were the main reason for the call for a forced loan in 1626. This need chiefly derived from the expenses of foreign policy, including the campaigns in relation to Cadiz and La Rochelle. This, in turn, related to the limited funding Charles had secured from Parliament. Candidates can also point out Charles's reluctance to rely on a parliamentary subsidy being well aware that it was the MPs' main way to influence the Crown. The failure of the benevolence limited Charles's options, and made him consider something not voluntary but which would ensure high return through enforcement. Candidates may also point out, possibly referring to the argument of Cust, that Charles also intended to use the forced loan as a 'test of political loyalty', to isolate those who may have been hard-line opponents. Furthermore, Charles felt the circumstances of the time justified a call for a forced loan. Laud and his allies in the church supported a call for a forced loan as they saw it as a means of increasing their influence by offering unqualified support through the pulpit. Candidates may also point out that the purge of any opponents of Buckingham had resulted in 'new counsels' that generally stressed to Charles a harder line.

### Question 2

**04** 'Foreign policy was the main cause of conflict between Crown and Parliament in the years 1625 to 1629.'  
Explain why you agree or disagree with this view. **(24 marks)**

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

### Levels 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 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. **1-6**

**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

- Foreign Policy – Cadiz and La Rochelle (including Buckingham as Lord High Admiral)
- Charles I
- Buckingham as favourite
- Religion – Arminianism (including Buckingham’s role at York House Conference)
- Finance – Tonnage and Poundage; the Forced Loan
- Five Knights’ Case
- Petition of Right
- Three Resolutions.

Candidates need to assess the role of foreign policy as well as considering this in the context of the other key factors of the period – religion, Buckingham, finance and Charles I. Stronger responses will indicate the link between the factors.

Answers at Level 4 and above will consider the deterioration of the relationship between Crown and Parliament across the period in the context of the major themes and their interrelation: finance, foreign policy, religion and the constitutional questions these issues raised in the context of Crown-Parliament relations.

Charles’s approach to kingship also needs examination, specifically his stress on his prerogative. Candidates may consider his lack of communication, reshaping of the court and conspiracy mentality with regard to ‘opposition’. A consideration of Charles’s policies can support this, and answers can focus on foreign policy, religion and finance. Answers at Level 3 and above will set these policies in the context of the deterioration of Charles’s relationship with

Parliament most notably through comment on the Five Knights' Case, Petition of Right and Three Resolutions to lead to comment on mistrust. Buckingham as a source of mistrust may also be prominent especially in relation to the foreign policy of the period or the York House Conference. There should also be comment on Parliament's role. This may come through: tonnage and poundage, the financing of foreign policy, the reaction to Montagu and Buckingham and the Three Resolutions.

### Question 3

**05** Explain why Thomas Wentworth, Earl of Strafford, was executed in May 1641. (12 marks)

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

### Levels 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 may comment on some of the following reasons:

- Wentworth was seen as the man who might make Charles absolutist, as the 'strong man' of the regime most likely to use force
- focused on as 'evil advisor' as a means of not attacking the king directly
- dubious evidence of his plan to use Irish troops and English army in the north against Parliament – the Army Plot
- pressure from Scots to have Wentworth executed
- Charles giving in to pressure from Parliament
- the use of the Bill of Attainder
- the use of the London Crowd as a form of pressure on Charles and Parliament
- the animosity of the group around the Earl of Warwick

- the role of Pym
- the Irish dimension
- events of 1637–1640 that isolated the Court and left it prostrate
- Wentworth’s role – summer 1640.

**Question 3**

- 06** ‘Charles I’s was the most important cause of the English Civil War.’  
 Explain why you agree or disagree with this view. (24 marks)

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

**Levels 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 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. **1-6**

**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**

Charles’s role can be focused on in the following events:

- Attainder of Wentworth
- The Incident
- The Irish Rebellion

- 5 Members Coup.

In assessing the role of Charles I, candidates will consider the period 1640 onwards but the focus should be on the crucial period of 1641–1642 and the development of support for the king. Better responses will indicate that without the development of two sides there would have been no civil war.

Candidates clearly need to address Charles I's role but stronger responses will consider other factors, and their interrelationship with the king before making a judgement. The discussion could be extended to include an examination of the ways in which the king and Parliament interacted, for example, how Parliament, driven by Puritans like Pym, became more radical in response to the actions of Charles I; and in turn how support for Charles I grew as a counter to Parliamentary radicalism.

- the Long Parliament – unity to division; Root and Branch; Strafford; Bedford
- 'the Incident'
- the Irish Rebellion
- the Grand Remonstrance
- the 5 Members
- the Militia Ordinance.

In considering the actions of Charles I, candidates can refer to the imposition of the Laudian Prayer Book on Scotland in 1637; but focus must be more on post-1640 and thus his apparent role in 'the Incident' and the Irish Rebellion, and the Five Members' Coup. These can also be considered from a religious perspective. The role of Parliamentary radicals in causing division should be addressed. Candidates may well argue that without the fear generated by the actions of Parliament there would have been no reaction that led to the development of support for the king in the form of Constitutional Royalism, and thus no chance of civil war. The period 1641 to 1642 can be isolated as crucial in relation to this, specifically as a result of the Irish Rebellion when the question of control of the army forced a decision with regard to allegiance. Even when allegiance was becoming more defined in response to the Militia Ordinance and the king's Commissions of Array, candidates may comment that it was radicals motivated by religion that were the first to act in 1642.