



**General Certificate of Education
June 2012**

AS History 1041

HIS2D

Unit 2D

Britain, 1625–1642:

The Failure of Absolutism?

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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 own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Hampden's Case. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|---|--------------|
| Nothing written worthy of credit. | 0 |
| L1: Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4: Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and students 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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- Source A argues that Hampden's Case clearly led to opposition, specifically the collapse of payment whereas Source B argues that it did not
- Source B argues that Hampden's Case illustrates a respect for the law while Source A argues that it illustrates a lack of respect for the law
- Source A sees the Case as a victory for Hampden and opposition to Charles while Source B sees Hampden's Case as a victory for the Crown as payments were secured by the legal judgement.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the verdict of 7 to 5 in Hampden's Case indicating the different interpretations that could be read of the legal judgement and hence the contradictory statements in Source A and Source B
- the link between Hampden's Case and the Scottish Rebellion in creating opposition
- that Charles initiated the case in the court of Exchequer to establish his right to Ship Money in the context of the Scottish Rebellion
- Sharpe's revisionism leading to a more positive interpretation
- Hill's Marxism leading to a more negative interpretation.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both Source A and Source B comment on the importance of Hampden's Case
- Source B like Source A agrees that the trial slowed payment, if not arguing that it collapsed
- Source B like Source A agrees that there were opponents, if not agreeing on the scale of opposition.

In making a judgement about the degree of difference, students may conclude the sources are fundamentally different in their assessment of the impact of Hampden's Case.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How important were Charles I's financial policies in strengthening his rule in the years 1629 to 1640? (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**Note: This content is not prescriptive and students 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.**

Students 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A – opposition to Ship Money**
- **Source B – financial success of Ship Money**
- **Source C – success in balancing his peacetime budget**

From students' own knowledge:

Factors suggesting finance was a success and therefore strengthened Charles' rule might include:

- measures of fiscal feudalism
- financial success of Ship Money, students may develop this through further use of Sharpe who argues it was the 'great success story' of the Personal Rule
- limits of opposition to Charles' financial measures
- 1629 debt of £2 million reduced to £18 000 by 1635
- Wentworth's financial measures in Ireland
- Charles' ability to rule without parliamentary finance until 1640.

Factors suggesting that finance was unsuccessful and therefore did not strengthen his rule might include:

- alienation of the gentry by the measures of fiscal feudalism
- nature of opposition to ship money as a reflection of wider discontent, including reference to the diaries of the Kent gentry
- Hampden's Case as a turning point in overt opposition
- failure to raise forces to fight the Scots
- 1640 Parliament unity as a sign of opposition to the abuses of the Personal Rule
- division in the city/commercial classes.

Good answers are likely to/may conclude that while on the surface Charles was successful financially his policies alienated the gentry in England. The Scottish Rebellion and Charles' need for money led to Hampden's Case and the development of more open opposition. Charles' financial inability to fight the Scots was what ended the Personal Rule due to his need to call Parliament for finance. Some may also point out that many contemporaries would have judged Charles' financial policies in the context of his religious policies. For some Charles' financial policies were part of his attempt to establish absolutism which also meant Catholicism. Thus while his financial policies strengthened his rule by removing his need to call Parliament the crises from 1637 illustrated the limits of Charles' position. The Personal Rule was brought to an end in 1640 because of financial weakness.

Question 2

03 Explain why the expeditions to Cadiz and La Rochelle failed. (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

Note: This content is not prescriptive and students 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 both expeditions failed.

Students might include some of the following factors:

- Buckingham's role as Lord High Admiral, especially for La Rochelle.

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

- logistical problems of both expeditions
- limited financing of English foreign policy by Parliament, e.g. £140 000
- the failure to capture the Spanish gold fleet.

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

- failure of the English siege of French troops and particularly the limits of the scaling ladders for La Rochelle

- confused aims for both policies
- difficulty in meeting feasible objectives
- the behaviour and lack of discipline of the English troops at Cadiz.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the immediate practical failures in the context of the lack of financial planning or the leadership of the troops.

Question 2

- 04** 'Finance was the most important cause of the collapse in the relationship 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

Note: This content is not prescriptive and students 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.

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- tonnage and poundage – parliament's refusal to grant this to Charles in 1625, in contradiction to tradition
- Forced Loan – Charles' use of his prerogative to raise finance leading to the Five Knights' Case
- lack of parliamentary subsidies – hampered Charles' foreign policy
- cost of foreign policy – parliament felt money was being wasted on failures.

Evidence which disagree(s) might include:

- religion – position of Montagu, the promotion of Arminianism and the York House conference
- foreign Policy – as a source of tension within parliament, particularly in relation to Buckingham
- Charles' style of rule provoking practical disputes into constitutional ones
- parliamentary radicals – the opposition of men like Coke and Eliot. This could be addressed by using the Petition of Right and the Three Resolutions
- Buckingham – his role as favourite as a source of tension.

Good answers are likely to/may conclude that while finance was an important factor in the deterioration of the relationship between Crown and Parliament it was fundamentally linked to the other sources of tension in the period, foreign policy, religion, parliament and Buckingham which, in turn, all escalated in to sources of conflict because of Charles' style of rule.

Question 3**05** Explain why the Short Parliament failed.*(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

Note: This content is not prescriptive and students 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 Short Parliament failed.

Students might include some of the following factors:

- Charles' unwillingness to compromise
- Charles' focus on demanding supply to fight the Scots
- Parliament's focus on addressing their grievances from the Personal Rule.

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

- Puritan opposition looking to use parliament to bring about reform and in the context of their links with the Covenanters
- build up of tension from 1629
- Charles' dislike of Parliaments from the 1620s.

And some of the following short-term/immediate factors

- Charles' belief that he could defeat the Scots without parliamentary support
- context of heightened tensions in which Parliament met.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Charles' focus on finance and parliament's focus on their grievances meant neither party was willing to work for a compromise at this point.

Question 3

06 'The actions of Charles I in the years 1641 to 1642 led directly to the outbreak of the 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

Note: This content is not prescriptive and students 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.

Students should be able to make a judgement by balancing points which agree with the view that the actions of Charles I in the years 1641–42 were the most important cause of the English Civil War.

Points/factors/evidence which agree(s) might include:

- Five Members' Coup
- unwillingness to compromise
- complicity in the 'Incident'
- complicity in the Irish Rebellion.

Points/factors/evidence which disagree(s) might include:

- parliamentary radicalism
- impact of the Irish Rebellion
- religious radicals taking the initiative in localities
- development of Constitutional Royalism leading to the formation of a 'royalist party'.
- broader developments like the multiple-kingdom dimension
- Charles' actions prior to 1641 may be touched on to show how he provoked the crisis of 1640–42, for example his role in provoking the Scottish Rebellion which started the British Civil Wars.

Good answers are likely to/may conclude that Charles' actions were important and triggered parliamentary radicalism which, in turn, led to the development of Constitutional Royalism. Students may also point out that despite the division in parliament and the passage of the Militia Ordinance in March 1642 civil war did not start in England until August 1642. The attempts at neutrality pacts illustrate a continuing desire of the gentry to avoid conflict. It was the religious radical activists who broke such agreements and provoked conflicts that triggered war.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion