



**General Certificate of Education  
January 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 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 students' 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 students' 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 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](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 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)**

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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 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

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January 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 Charles I. (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**

**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:

- while Source A focuses on Charles I as clearly the main cause of civil war Source B, in contrast, stresses the role of parliamentary radicals in causing civil war
- whereas Source B touches upon the concessions made by Charles, particular in religion, Source A, in contrast, refers to the difficulties of religion in the context of multiple-kingdoms and Charles' inability to cope with this context.

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

- Charles' actions as the cause of parliamentary radicalism
- the importance of division in parliament in 1641/2 as a cause of civil war
- the need for parliamentarians to decide between Pym and Charles because of the Militia Bill
- they may support the comparison of the sources with other examples of the actions of Charles I and Pym in this period.

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

- like Source A, Source B also addresses the role of Charles I's personality as a source of tension in relation to his style of rule
- both sources touch upon religion as a source of tension
- Source A also admits, like Source B, that there were other causes, not just Charles.

In making a judgement about the degree of difference, students may conclude while Source A stresses Charles as the key cause of civil war and Source B argues for the importance of parliamentary radicals causing division, Source B also recognises the importance of Charles. Some students may bring this together by commenting on how Charles was the cause of parliamentary radicalism.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How far was parliamentary radicalism in the years 1640 to 1642 the most important cause of the English Civil War? (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** – Charles as a cause, multiple-kingdoms as a cause, religion as a cause
- **Source B** – parliamentary radicalism as a cause, religion as a cause, Charles as a cause
- **Source C** – importance of the Irish rebellion and its impact of Westminster, the impact of parliamentary radicalism and the Grand Remonstrance in particular.

From students' own knowledge:

Factors suggesting parliamentary radicalism might include:

- influence of Pym and his junto
- exploitation of the London Mob
- Militia Bill, Grand Remonstrance, Militia Ordinance
- reaction to parliamentary radicalism leading to the development of Constitutional royalism.

Factors suggesting [*other factors/alternative view*] might include:

- failure of attempts at settlement, e.g. Bridging appointments
- Charles I
- constitutional Royalism
- multiple-kingdoms, particularly the Irish Rebellion
- religion as an underlying cause and particularly the importance of religious radicals in the short-term in turning division into conflict.

Good answers are likely to/may conclude that Charles was the key cause of civil war in that he provoked parliamentary radicalism. The actions of Pym in turn saw moderates turn to Charles, a process accelerated by the Irish Rebellion forcing MPs to consider the Militia Bill. Students should then move on from the passing of the Militia Ordinance in March 1642 to explain the importance of religious radicals and activists in the localities turning this division into actual civil war in August 1642.

**Question 2**

**03** Explain why the Three Resolutions were produced in 1629. (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 Three Resolutions were produced in 1629.

Students might include some of the following factors:

- Charles' responses to the Petition of Right
- parliamentary radicals, e.g. Eliot
- what was left out of the Petition of Right, specifically tonnage and poundage and Arminianism.

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

- deterioration in relationship between Crown and Parliament from 1625
- Charles' continuing collection of tonnage and poundage
- Laudian measures 1625–29.

And some of the following short-term/immediate factors

- the need to make a statement before the imminent dissolution.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the Three Resolutions was the outcome of a process of deterioration that moderates in the Commons had sought to address through the Petition of Right but that Charles' reaction to this allowed more radical MPs to seize the initiative.

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**Question 2**

**04** 'Religion 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**

**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:

- Charles' favour to Arminianism
- promotion of Montagu
- promotion of Laud
- fear of Catholicism, e.g. Influence of Henrietta-Maria
- York House Conference.

Evidence which disagree(s) might include:

- finance
- Buckingham
- parliamentary radicalism
- foreign Policy
- Charles I.

Good answers are likely to/may conclude that religion was a cause of conflict but that it was fundamentally linked to the other key factors of the period like foreign policy or the influence of Buckingham. Ultimately all the factors of tension could be traced back to Charles' style of rule.

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**Question 3**

- 05** Explain why Thomas Wentworth's policies in Ireland provoked opposition in Parliament.  
(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 Wentworth's policies in Ireland raised concerns.

Students might include some of the following factors:

- Wentworth's rule as an example of 'thorough'
- Wentworth's manipulation of Irish Parliament a model for England
- Wentworth's strengthening of the Crown in Ireland a model for England.

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

- English concern at Ireland being used as a testing ground for policies
- fear at the imposition of Arminianism since 1625.

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

- Wentworth and the Army Plot.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might set Wentworth's policies in the wider context of concern that Charles' rule was leading to absolutism and Catholicism.

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**Question 3**

- 06** 'In the years 1629 to 1637, there was little opposition to Charles I's Personal Rule.'  
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**
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- 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 Charles' Personal Rule in England faced little opposition with examples of opposition and discontent.

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

- very limited opposition in England
- continuing high collection rates for Ship Money
- Charles' financially successfully exploitation of fiscal feudalism
- Charles' ability to rule without Parliament until 1640
- Scottish rebellion of 1637 was main form of opposition
- problems in England only became acute post-1637.

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

- underlying discontent in England was the basis for the crisis of 1637-42
- examples of overt opposition in England
- emigration as a form of opposition.

Good answers are likely to/may conclude that Charles' rule provoked only limited open opposition before 1637 but there were signs of growing discontent that developed post-1637.

### **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](http://www.aqa.org.uk/umsconversion)