



**General Certificate of Education
June 2010**

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 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.

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 candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2010

GCE AS History Unit 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's weaknesses as king. (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 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 will need to identify differences between the views of the two sources. For example:

- Source A has a more negative interpretation centred on Charles's not inspiring trust and not trusting others. The focus of Source B is that it was more due to misunderstanding and Charles's inability and unwillingness to explain his actions.

This can be supported by the different focus in Source B on:

- Charles's difficulties with communication
- Charles's lack of political pragmatism.

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

Source A also addressing the issue of Charles's willingness to interpret disloyalty and as a license to act unconstitutionally and supporting this with reference to actions such as:

- The Five Knights' Case
- Charles's Declaration of March 1629.

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

- both agree that Charles's personality was the root of his weaknesses as king
- both share the same view of the issue of his negative interpretation of criticism
- both share the same view of Charles's concept of divine right kingship.

In making a judgement about the degree of difference, candidates may conclude that Source A is a more negative interpretation of Charles's personality and kingship than Source B but that both generally agree that Charles had weaknesses as a king derived from his personality.

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

How far was finance the reason for the collapse of the relationship between Crown and Parliament in the years 1625 to 1629? (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 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** - Charles's style of kingship and the creation of distrust
- **Source B** - Charles's style of kingship and the creation of distrust
- **Source C** - the Forced Loan

From candidates' own knowledge:

Factors suggesting *finance* might include:

- Tonnage and poundage
- The Forced Loan and Five Knights' Case
- financing of Foreign Policy
- Parliamentary subsidy

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

- Buckingham
- Foreign Policy
- Religion
- Constitutional relationship between Crown and Parliament
- Petition of Right and Three Resolutions
- Charles's style of kingship

Good answers are likely to/may conclude that while finance was important in the breakdown of the relationship between Crown and Parliament the deterioration of the relationship was because of the inter-relation of finance, foreign policy, religion and the constitutional questions these raised. What fundamentally underpinned this was Charles's style of rule which shaped these policies and provoked the distrust of the political nation.

Question 2

- 03** Explain why the Court of Charles I was regarded as a centre of Roman Catholicism.
(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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Court of Charles I was regarded by some as a centre of Catholicism.

Candidates might include some of the following factors:

- the context of the imposition of Laudianism which many regarded as Catholicism
- the art and style of the court which was seen as Catholic
- the perceived threat of absolutism, symbolized by Charles's closed court.

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

- Contemporaries linked absolutism with Catholicism
- English anti-Catholicism.

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

- Henerietta-Maria
- other high profile Catholics at court, including the Papal Agents, Weston and Cottington the finance ministers, Laud as an anti-Calvinist or even the court dwarf Geoffrey Hudson.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might indicate that it was the number of Catholics at Charles's court in the context of its closed nature, the imposition of Laudianism and their own anti-Catholicism that created the perception of a 'Popish Plot'.

Question 2

- 04** 'Charles I's religious policies were the main reason for the failure of his 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**
- 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 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 balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Scottish Rebellion of 1637

- opposition of Puritans like Prynne, Burton and Bastwick
- St. Gregory's Case
- alienation of moderate Calvinists as a result of Charles's breaking of the 'Jacobethan balance'.

Evidence which disagree(s) might include:

- Charles's calling of the 1640 Parliament for finance
- Hampden's Case
- defeat by the Scots
- links between Charles's English opponents such as Pym and the Covenanting leaders.

Good answers are likely to/may conclude that the collapse of the Personal Rule was due to the interrelation of religious and financial opposition. The Scottish Rebellion led Charles to initiate Hampden's Case to secure Ship Money but the falling yields and defeat in the Bishops' Wars forced Charles to recall Parliament. The Personal Rule should be judged as a whole, as contemporaries did, and not compartmentalised.

Candidates might also refer to Wentworth's activities.

Question 3

05 Explain why Charles I called the Long Parliament in November 1640. (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 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 might include some of the following factors:

- Conrad Russell's argument that 'Charles called the Long Parliament in the hope of getting Parliamentary support to resume the war against the Scots'
- the failure of the Short Parliament.

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

- attempt to find a solution to the political crisis that had developed since 1637
- links between Covenanters and English opponents like Pym saw a common agenda for a parliament
- failure of his military operations against the Scots
- pressure from the Covenanters for an English parliament.

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

- pressure from the political nation for a parliament
- Scottish occupation of Newcastle precipitating the need for substantial funds
- need for finance as a result of the Treaty of Ripon.

To reach higher levels, candidates will need to show the interrelationship of the reasons given. For example, they might indicate that Charles's failure against the Scots forced him to recall Parliament but that the Scots recognised that their main hope of settlement came from Charles accepting terms from an English Parliament, thus the alliance between Covenanters and Pym.

Question 3

- 06** 'The growth of support for the king in the years 1640 to 1642 had little to do with the actions of Charles I.'
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**
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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 balancing points which agree with the view that the development of support for the king in the years 1640 to 1642 had little to do with the actions of Charles I.

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

- Root and Branch Petition
- Bill of Attainder
- Militia Bill
- Grand Remonstrance
- Actions of Pym
- role of the 'London mob'
- activists in the post-March 1642 period
- the Five Members' Coup

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

- Constitutional Royalism
- answer to the 19 Propositions
- concessions in 1640, e.g. removal of Ship Money
- passing the Bill of Attainder

Good answers are likely to/may conclude that the development of support for Charles I was a reaction to parliamentary radicalism which in turn was a reaction to the actions of Charles I. Thus a central argument for many candidates will be that the development of support for the king essentially derived from the reaction to parliamentary radicalism and specifically to the actions of Pym. Stronger responses will set this within the framework of the concept of the process of Constitutional Royalism. As part of this some may see Charles's willingness to portray himself as a traditional monarch as indicating his actions did play a key role in the development of two sides. Others may also comment on the moderates supporting monarchy and what it should stand for rather than Charles I. In this sense they may consider the idea of a 'royalist party' and support for 'monarchy' rather than Charles I. As part of this some may refer to Hyde and the Answer to the 19 Propositions as a manifesto of Constitutional Royalism. Some may comment on Charles's actions actually hindered the development of support for monarchy referring to events such as the Five Members' Coup. The period after the passing of the Militia Ordinance may also be commented on in terms of how the actions of activists motivated by religion, particularly on Parliament's behalf forced some moderates to decide their allegiance.