

---

# AS-LEVEL

## History

Unit HIS2D: Britain, 1625–1642: The Failure of Absolutism?

Mark scheme

---

1041

June 2015

---

Version 1: Final Mark Scheme

---

---

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://aqa.org.uk)

---

## 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 2015

## 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 the impact of Buckingham's death. **[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:

- Source B views Buckingham's death having a number of positive consequences whereas in contrast Source A sees the impact in almost wholly negative terms, commenting on the situation being 'transformed, for the worse'
- Source B argues that Charles I 'was now prepared to listen to advisors' and this led to a change of foreign policy and the reconvening of Parliament, whereas Source A focuses on Charles' continuing authoritarianism

- Source A sees Charles becoming 'more closely identified with the conduct of government' as a negative whereas Source B regards Charles' emergence 'as a person in his own right' as having positive consequences.

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

- the assassin, John Felton, was celebrated as a national hero
- the context of Buckingham as Lord High Admiral and used as a scapegoat
- Buckingham as 'favourite'
- the parliamentary context of the Petition of Right.

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

- both sources argue that Charles was 'grief-stricken' by Buckingham's assassination
- both sources comment on the widespread celebration at Buckingham's assassination.

In making a judgement about the degree of difference, students may conclude that the sources differ in their focus in that Source A sees the impact in negative terms whereas Source B recognises positive elements in terms of the relationship with parliament.

**Question 1**

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

How far was Buckingham the most important 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 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.**

Relevant material from the sources would include:

- **Source A** – Buckingham as a source of tension between Crown and Parliament. Failure of foreign policy
- **Source B** – Charles' inability to communicate effectively and Charles' blaming of parliament
- **Source C** – Finance as a source of tension.

From students' own knowledge:

Factors suggesting that Buckingham was important might include:

- his role as favourite
- his role as Lord High Admiral
- use as a scapegoat
- Charles' defence of Buckingham
- Charles' reaction to parliament's call for the impeachment of Buckingham and Montagu.

Factors suggesting other factors might include:

- tension over Charles' imposition of Arminianism
- tension over finance, eg Tonnage and poundage, the Forced Loan
- tension over the failures at Cadiz and La Rochelle
- Charles' failure to explain his need for money in the context of his foreign policy
- Charles' lack of compromise over the Petition of Right
- conspiracy theory mentality of Charles and Puritan MPs
- Charles' dissolution of parliament
- Five Knights' Case and its negative impact on Crown and Parliament relations
- tension over the Petition of Right and Three Resolutions.

Good answers are likely to/may conclude that while a failure of Buckingham was an important factor in the tension between Crown and Parliament it was part of an inter-related range of factors that increasingly saw the relationship deteriorate. At the heart of the growing tension was the nature of Charles' kingship which provoked parliamentary radicalism. The practical issues of religion, finance and foreign policy escalated into more serious constitutional concerns because of the lack of effective communication and, in particular, Charles' stress on his prerogative.



**Question 2**

- 03** Explain why Puritans did not support Charles I's foreign policy in the years 1625 to 1630. **[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 Puritans did not support Charles I's foreign policy in the years 1625 to 1630.

Students might include some of the following factors:

- concern at making peace with two Catholic powers during a religious conflict in Europe
- contrast made with the positive impact of the intervention of Sweden in Thirty Years War
- peace seen as a final humiliation for England as a power after the failures at Cadiz and La Rochelle
- desertion of Protestants in Europe, specifically the Dutch, Charles' sister and the Huguenots
- peace with Catholic powers seen in the context of Catholic and Arminian influence in Charles' regime and particularly at the court.

---

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

- Puritan anti-Catholicism as the perspective by which they judged Charles' approach to the Thirty Years War
- the focus on Gustavus Adolphus by Puritans in England.

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

- concern that withdrawal from conflict was part of Charles' strategy to avoid the need for parliament for subsidies
- the treaty of Susa judged in the context of Charles' improved relationship with Henrietta Maria.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they may refer to the anti-Catholicism of Puritans being the perspective through which they judged Charles' apparent favour to Catholicism at home and abroad.

## Question 2

- 04** 'The most important reason for opposition to Charles I in England, in the years 1633 to 1640, was finance.'  
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:

- alienation caused by Charles' fiscal feudalism
- impact of Hampden's Case
- the financial impact of the Scottish Rebellion
- the viability of the regime, especially up to 1637, was superficial.

Evidence which disagree(s) might include:

- St Gregory's Case of 1633
- emigration as a form of religious opposition, particularly by Puritans, to establish a new world
- establishment of companies linked to emigration as centres of opposition networks, eg Providence Island Company
- return of English Puritans from New England and the Dutch Republic, eg Hezekiah Haynes or Hugh Peter, in response to the developing crisis in Charles' kingdoms after 1637
- example of Prynne, Burton and Bastwick
- example of John Lilburne.

Good answers are likely to/may conclude that while finance was an important factor in the creating an underlying discontent, but limited examples of open opposition, it was the combination of the Scottish Rebellion with its consequent financial pressure and the alienation of the 'political nation' that was the reason for developing opposition to Charles' regime after 1637.

**Question 3**

**05** Explain why John Pym dominated Parliament in the years 1640 to 1642. **[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.**

Students might include some of the following factors:

- his anti-Catholicism propelled him to greater prominence in the context of the 1641 Irish Rebellion
- his links with an opposition network, Lord Saye and Sele, Lord Brooke, Hampden and Oliver Cromwell
- his links with the Covenanters
- part of the Puritan network in London, seen in the Root and Branch Petition.

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

- had been an opposition figure in the parliaments of the 1620s
- had consistently put forward the message of fear of Catholic influence which now seem confirmed

- emerged as a leading opposition MP due to removal of opposition figures from Parliaments of 1620s.

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

- impact of the Irish Rebellion, October 1641, on the political atmosphere at Westminster made the fervent anti-Catholic Pym the right politician at the right time (Morrill)
- growing influence in 1641 seen by him referred to as 'King Pym' or reference to 'Pym's Junto'
- influence behind the Grand Remonstrance, November 1641
- influence behind the Militia Bill, November 1641
- his management of the parliamentary committee system, particularly the Recess Committee from 9 September to 20 October 1641
- selection as one of the 5 Members again indicates his prominence.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to the influence of Pym as part of a broader network or as the leader of Puritan opposition to Charles in parliament as well as linked to some of the key events of the period.

**Question 3**

- 06** 'The most important reason for the outbreak of civil war in England in August 1642 was religion.'

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 financial problems after 1637 brought about the collapse of the Personal Rule.

---

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

- Charles' imposition of the Prayer Book in Scotland was key in provoking the crises of 1637 that he then failed to resolve without a Parliament because of his need for finance. Reference can be made to this as a trigger for the British Civil Wars or even Wars of Religion
- Puritanism as a dynamic among Charles' opponents
- impact of the Irish Rebellion
- religion as a determinant of allegiance for both Parliamentarians and as an element of Constitutional Royalism
- division over Root and Branch Petition.

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

- Charles' actions, eg 5 Members' Coup
- failure of Bridging appointments
- political reaction as element of Constitutional Royalism
- radicalism of parliamentary leadership.

Good answers are likely to/may conclude that religion was an important element in the division of the years 1640 to 1642 as well as an element in the failure to reach settlement. This will be set alongside the political and individual reasons for division.

### **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)