

# A-LEVEL HISTORY

Unit HIS1D: Britain, 1603–1642

Mark scheme

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1041  
June 2014

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Version 1.0: Final

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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)

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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.

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**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

June 2014

**GCE AS History Unit 1: Change and Consolidation**

**HIS1D: Britain, 1603–1642**

**Question 1**

**01** Explain why James I wanted to be a peacemaker in foreign affairs. **[12 marks]**

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

**Generic 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 James I wanted to be a peacemaker in foreign affairs.

Students may refer to some of the long-term, background reasons:

- James's ideas notably his dislike of violence, preference for diplomacy and desire to have influence in both pro and anti-Hapsburg camps
- James's Scottish background made him less opposed to Spain than his English subjects

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- James's ambition to be the international arbitrator of Europe, a mediating 'rex pacificus' whose peace making could prevent a major European war
  - James's awareness of the royal debt and the importance of trade as a source of revenue for the Crown eg ending Spanish war 1604.

Students may also refer to some of the following short-term factors:

- James's disapproval of his son-in-law's acceptance of the Bohemian Crown which threatened European peace
- James's desire to limit the disruptive effects of war eg the Thirty Years War on religious and political relations in his kingdoms
- James's desire for a Spanish marriage for his son and the financial, commercial and diplomatic benefits which could result
- James's hope that peaceful relations with Spain would lead to the restoration of the Palatinate to his son-in-law.

To reach higher levels, students might show the inter-relationship of the reasons given, for example between James' personality and ideas, and practical factors such as finance, trade and lack of effective military/naval forces.

**Question 1**

- 02** How far were James I's policies towards Spain the cause of difficulties with Parliament in the years 1621 to 1625? **[24 marks]**

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

**Generic 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 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 will show some understanding of the focus 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 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.

Factors suggesting that James I's policies towards Spain did cause difficulties with Parliament might include:

- negotiations for a marriage between Prince Charles and the Spanish Infanta caused suspicion that a marriage would lead to greater Spanish/Catholic influence and was reflected in criticism of royal policy in the parliaments of 1621 and 1624
- constitutional clashes when Parliament petitioned that Charles be married to a Protestant which James felt trespassed on the royal prerogative and contributed to the bad tempered scene over the 'Protestation'
- suspicion that James' closeness to the Spanish ambassador Count Gondomar, led him to sacrifice English interests to Spanish ones, a suspicion already strengthened by the execution of Raleigh under Spanish pressure
- James' reluctance to intervene in the Palatinate Crisis and his refusal to take on the role of 'Protestant Champion' in the Thirty Years War led to criticisms and pressure from Parliament in 1621 and 1624
- James's desire for good relations with Spain intensified the religious suspicions of Puritans within and outside of Parliament that James was lenient towards Catholics
- 1624 Parliament criticised the costly and dangerous trip to Madrid by Charles and Buckingham in 1623
- James's Spanish policy also intensified factional conflict at Court and in Parliament between the Howards and their opponents
- James's reluctant decision to fight Spain in 1624–1625 led to clashes with Parliament over how and where such a war should be fought and financed
- Parliament also attacked James and his favourite Buckingham over the disastrous Mansfeldt expedition

Factors suggesting other causes might include:

- factional conflict such as opposition to Buckingham and the Villiers clan's dominance of James's Court contributed to the impeachment of monopolists and the fall of Cranfield
- financial issues such as monopolies in the 1621 and 1624 parliaments, sale of titles, feudal dues, James' continued extravagance and the ever growing scale of royal debts
- constitutional clashes over the extent of Commons privileges versus the royal prerogative, for example over Commons discussion of foreign policy in 1621 and 1624
- domestic religious issues such as Puritan criticism of the Book of Sports or the lax enforcement of the penal laws
- other foreign policy issues such as the French Marriage of 1624 and its terms.

Good answers may show an awareness that although James's Spanish policies did cause difficulties notably in 1621–1623 the Spanish Marriage was over by 1624 and Parliament got its war in 1624–1625. Even without foreign policy there were other underlying factors such as finance and faction which constantly caused difficulties between Crown and Parliament.



**Question 2**

**03** Explain why Charles I supported Arminians in the years 1625 to 1629. **[12 marks]**

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

**Generic 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 Charles I supported Arminians in the years 1625 to 1629.

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

- Arminians shared Charles's ideas about the Divine Right of Kings and favoured a more absolutist style of monarchy
- Arminians were a High Church group favouring order, ceremony, bishops and tradition –the 'beauty of holiness' -which agreed with Charles's religious views
- Arminians were opposed to Puritan religious ideas such as predestination which fitted Charles's own theology

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

- Arminians such as Sibthorpe openly supported royal policies, for example, over the ‘forced loan’ in 1627
- religious attitudes of Arminians such as Laud and Montague, whose abilities Charles admired, appealed to the king
- Buckingham, Charles’s close friend and minister, sympathised with Arminians, for example at the York House Conference and probably influenced Charles
- Arminians were less openly antagonistic to Henrietta Maria than some Puritans
- Charles had a stubborn, authoritarian personality and was prepared to ignore parliamentary and puritan criticisms of the Arminians.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might bring out the link between Charles’s personality and his religious/political views about the nature of kingship, for example, seeing Puritans as wrong theologically and subversive politically.

**Question 2**

- 04** How important was William Laud in creating opposition to Charles I's personal rule in England in the years 1629 to 1637? **[24 marks]**

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

**Generic 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 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 will show some understanding of the focus 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 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.

Factors suggesting that Laud was important in creating opposition to Charles I's personal rule in England might include:

- Laud's position as Archbishop of Canterbury from 1633 gave him great influence over religious, social and political policies in England and of the promotion of Arminians
- Laud's policy of imposing High Church/Arminian practices on parishes such as restoring altars at the east end, insisting on the use of vestments and the Prayer Book, re-issuing the 'Book of Sports', created religious opposition from Puritans who saw these practices as 'popish'
- Puritans were also angered by Laud's attack on the feoffees for impropriations and on Puritan writers and lecturers such as Prynne, Burton and Bastwick whose punishment was considered unsuitable for gentlemen
- Laud's policy of raising the status of the clergy annoyed the local gentry who were used to the clergy following their wishes, and the nobility who resented high office going to bishops such as Juxon
- Laud's attempts to raise revenues from tithes, especially in London, annoyed artisans and merchants who often underpaid what was due
- Laud's use of the prerogative courts notably Star Chamber and High Commission created opposition from lawyers in the Common Law courts who lost business and status
- the landed classes despised Laud's lowly social origins and arrogant manner
- Puritans were convinced that he was a secret Catholic especially when he was offered a Cardinal's hat by the Pope
- Laud was seen as encouraging Charles's imposition of a new Prayer Book on the Presbyterian Scots and therefore provoking unnecessary conflict with them.

Other factors apart from Laud were important in causing opposition to Charles I's personal rule in England and these might include:

- Charles I seemed intent on ruling indefinitely without calling a parliament
- Charles's financial policies revived a range of ancient taxes which were levied in a new and more effective way notably ship money, forest fines, distraint of knighthood, leading to legal challenges such as Hampden's Case
- Wentworth's policy of 'Thorough' in the North of England and in Ireland imposing greater central control aroused fear in the English landed classes and cries of 'tyranny'
- Charles's ending of English involvement in the Thirty Years War was seen by Puritans as betrayal of Protestantism.

Good answers are likely to show an awareness that Laud and his policies did cause discontent amongst a wide range of English social groups but that there were also more pressing issues such as finance and the drift towards a more absolutist form of monarchy. However, students may point out that outright opposition in England was very limited before 1640.

**Question 3**

**05** Explain why the Scots rebelled against Charles I. **[12 marks]**

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

**Generic 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**

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**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**

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Answers should include a range of reasons as to why the Scots rebelled against Charles I.

Students might include some of the following long-term factors:

- Scots felt Charles I was a remote, absentee ruler
- Scots nobles felt their possession of former church lands were threatened by Charles's Act of Revocation
- Scots' Presbyterians were worried about Charles' religious beliefs and practices

and some of the following short-term factors :

- Charles's imposition of a new, more Anglican, Prayer Book on the Scottish Presbyterian Kirk in 1637 provoked riots

- Charles's imposition of the new Prayer Book without consulting either the Kirk's General Assembly or the Scottish Parliament aroused a nationalist reaction and the drawing up of the National Covenant in 1638
- the failure of Charles's representatives in Scotland to reach a compromise with the General Assembly led both sides to raise armies.

To reach higher levels, students may prioritise the reasons, for example by arguing that the Prayer Book issue turned distrust into open revolt. Or they may show the inter-relationship of the reasons given, for example, between religion and nationalism.

**Question 3**

- 06** How important was the Irish Rebellion in October 1641 in provoking civil war in England in 1642? **[24 marks]**

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

**Generic 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 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**
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**Indicative content**

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Factors suggesting the importance of the Irish Rebellion might include:

- the Irish Rebellion intensified anti-Catholic panic and paranoia in England in the autumn of 1641, adding to distrust growing before 1641, which played into the hands of Pym and his colleagues, for example in their attempt to pass the Grand Remonstrance November 1641
- the rebellion raised the question of whether Charles I could be trusted to command an army to suppress the Irish Rebellion especially as the Irish claimed to be rising in the king's name
- this issue began the division within Parliament which was to produce two sides so making civil war a possibility
- in March 1642 this issue led to the Militia Ordinance which further divided the political nation over whether Parliament could make law without the Royal Assent
- in turn this provoked Charles I into issuing Commissions of Array, his opponents to counter these, so forcing shires and individuals to choose whether to obey King Charles or 'king Pym' and both sides raising armies.

Factors suggesting that the Irish Rebellion was not always as important as other factors might include:

- divisions within Parliament were already appearing before the Rebellion, for example, over the attainder of Strafford in May 1641 and over the Root and Branch bill in the summer of 1641
- the Grand Remonstrance divided Parliament and created a party of 'constitutional Royalists' who felt that Pym was going too far in constitutional reform
- other events also soured relations, for example, Pym's threat to impeach the Queen and Charles' attempt to arrest the Five MP's in January 1642
- the king's flight to York early in 1642 created two centres of authority within England strengthening the trend to division and possible civil war
- the failure of the Nineteen Propositions in June 1642 ended the last chance of avoiding civil war
- a poor harvest and trade depression together with rival printed propaganda began to cause unrest and division in the country during 1642.

Good answers may show an awareness that though the Irish Rebellion did not by itself cause the English Civil War it certainly deepened fear and mistrust as well as raising divisive constitutional issues. Whereas Parliament was still largely united before the Irish Rebellion, after it Parliament became increasingly divided and distrust of Charles I, and Pym, deepened.

### **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)