

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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

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 2014

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.

How far do the views in **Source B** differ from those in **Source A** in relation to the development of royalist support? **[12 marks]**

Target: AO2(a)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

L3: Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

L4: Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

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

- Source A argues that Charles' use of religion was the most important reason for the development of a royalist party whereas in contrast Source B argues that the clearest reason was the reaction of the moderates 'against the political radicalism of Pym'
- Source B indicates that there was a range of support within the royalist party whereas Source A's focus is on Charles shaping a message for moderates

-
- Source B argues that those who switched to the royalist party did so on economic and class lines, as members of the 'propertied classes' in reaction to radicalism, whereas a focus of Source A is on Charles' active bid to present himself as a moderate who had modified his stance, the kind of king to protect them
 - Source A focuses on Charles' appeal in relation to two factors whereas Source B argues that the royalist reaction was due to a broad range of factors.

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

- the development of constitutional royalism, referring to individuals like Hyde
- give examples of Pym's radicalism like the Grand Remonstrance
- the growing influence of Pym in the period, for example, as 'King Pym' or his 'junto'
- Root and Branch Petition as an example of religious radicalism that provoked the fear Charles could exploit.

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

- both see the development of elements of the royalist party as a reaction by moderates
- both focus on 1641 as the period for the development of a royalist party
- Source B does regard a fear of religious radicalism as part of the moderate reaction and this can be related to why Charles' religious presentation of himself as a moderate in Source A was successful.

In making a judgement about the degree of difference, students may conclude that the sources differ in their focus of the reasons for the development of a royalist party while agreeing it was essentially a moderate reaction to radicalism in the period 1641 onwards.

Question 1

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

How important were the actions of Charles I in the years 1640 to 1642 to the outbreak of civil war in England? **[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’ active construction of a royalist party, thereby creating the two sides necessary for civil war
- **Source B:** moderate reaction creating enough support for Charles to be able to fight a civil war or the radicalism of Pym as a source of conflict
- **Source C:** civil war was not wanted by the majority of the political nation but events in the Long Parliament, both on Charles’ part and the parliamentary leadership, showed them that compromise was not possible.

From students’ own knowledge:

Factors suggesting that Charles’ actions were important might include:

- the Five Members’ Coup of January 1642
- Charles’ willingness to adopt a constitutional royalist position in a bid to regain support
- Charles’ refusal to accept that there was a wider body within the Parliament concerned about his leadership and not just an ‘organised group of fanatics’
- Charles’ implication in the ‘Incident’ in Scotland in August 1641.

Factors suggesting ways in which Charles was not so important might include:

- radicalism of parliamentary leadership and especially Pym
- Charles’ willingness to sacrifice Strafford, if with bad grace
- breakdown of attempts at neutrality in the localities, rather than events in the Long Parliament, as radical activists seized the initiative in the period after March 1642
- impact of events in the other kingdoms during the period, notably the Irish Rebellion, in making conflict more likely
- a desire for further reformation meant that some in Parliament wanted to take the chance to bring about real change and therefore were less inclined to negotiate.

Good answers are likely to/may conclude that Charles’ actions were important in creating conflict. Parliamentary radicalism derived from distrust created by his kingship and the belief that Charles would not maintain any settlement without a clear framework, hence the creation of the Nineteen Propositions. Students may well point out, however, that without the drift of moderates to create a royalist party there could not have been two sides and therefore although Charles created parliamentary radicalism it was the growing influence of Pym that prevented the settlement that the majority of the political nation, as moderates, wanted. Furthermore they may stress that the

development of division became more pronounced under the pressure for political decision in light of the Irish Rebellion namely over control of the army, the key prerogative.

Question 2

03 Explain why there was hostility to the Duke of Buckingham in the years 1625 to 1628.

[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 there was hostility to the Duke of Buckingham.

Students might include some of the following factors:

- his position as Charles' 'favourite' created factional conflict at court
- Buckingham could be attacked as a scapegoat instead of actual criticism of Charles
- Buckingham was regarded by some as a social upstart, adding further resentment of his position as Charles' favourite.

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

- Buckingham's use of his position as 'favourite' to monopolise patronage and power to the exclusion of others had built up tension.

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

- Buckingham seen as responsible for foreign policy failures because of his position as Lord High Admiral
- Buckingham's role at the York House Conference.

To reach high levels, students will need to show the inter-relationship of the reasons given. For example, they might refer to criticism of Buckingham's foreign policy failings as related to concern over his support for Charles' imposition of Arminianism. Buckingham was also referred to by Edward Coke as the 'grievance of grievances' and the 'cause of all our miseries' indicating how he came to symbolise the range of concerns of contemporaries in their relationship with the Crown. Hostility to Buckingham could also be linked to the financial demands being made of parliament which were to finance the foreign policy Buckingham was directing, for example, Charles' resort to the Forced Loan in 1626.

Question 2

04 'Arminianism was the most important 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:

- the arguments created by Charles' support for Montagu's tracts, particularly Appello Caesarum
- Charles' promotion of Montagu to be royal chaplain as a deliberately provocative act in response to parliamentary attempts to impeach Montagu
- the impact of the York House Conference of 1626
- Charles' promotion of other Arminian clerics, notably Laud's elevation to Bishop of London in 1628
- the theological concern about the nature of Arminianism, particularly among vocal Puritans
- Charles' apparent abandonment of the 'Jacobethan balance' which could be illustrated by his isolation of the Calvinist Archbishop Abbott.

Evidence which disagrees might include:

- impact of foreign policy, notably the failures at Cadiz and La Rochelle
- the impact of finance, for example, the Forced Loan leading to the Five Knights' Case
- Parliamentary radicalism, for example the Petition of Right or the Three Resolutions
- Charles' style of rule created distrust as he increasingly became seen as an absolutist
- concern over Arminianism was for some, part of a wider political concern about the position of parliament under a monarch with an apparent absolutist mentality, especially in light of contemporary belief in the symbiotic relationship of absolutism and Catholicism.

Good answers are likely to/may conclude that while Arminianism 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.

Question 3

05 Explain why Laudianism was a cause of concern in the years 1633 to 1636. **[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 Laudianism caused concern.

Students might include some of the following factors:

- Laud's appointment as Archbishop of Canterbury in August 1633 reinforced contemporary concerns over his influence with Charles
- the measures of Laudianism, notably those termed as the 'beauty of holiness', offended Puritans as anti-ceremonialists
- imposition of Laudianism concerned even moderate Calvinists who could view the use of Visitations and the Court of High Commission as absolutist as well as destroying the 'Jacobethan balance' they regarded as symptomatic of an ordered society
- Laudianism as a derivative of Arminianism regarded as Catholic so concern was rooted in Calvinist anti-Catholicism
- anti-Catholicism was linked to fear of absolutism

- influence of Laudianism in England seen by some as a context for Charles' withdrawal from the Thirty Years' War
- November 1633: St Gregory's Case being used by Charles as a test case for the altar policy
- 1636: Scottish Canons promulgated
- apparent influence of Catholics at court was seen linked to the influence of Laud as a closet Catholic brainwashing Charles.

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 Laud also being seen in the context of the financial impositions of the regime or as part of 'thorough', an attempt to create an absolutist state that for the English Calvinists was seen in the context of Catholic France and Spain. Students may also refer to the concern building over the period as the Laudians were able to secure more positions in the Church as the Jacobean episcopacy died out.

Question 3

- 06** 'The actions of Charles I in the years 1637 to 1640 were the main reason for the collapse of the 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 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
- Charles' continued military failure to crush the Scots forced him to call Parliament in order to secure the funds he saw necessary in his continued desire to use military force to stop the rebellion
- despite a general balanced budget from fiscal feudalism the financial stability of the regime was not viable given Charles' reform agenda and this became more pronounced over time
- Charles' punishment of opposition in England in 1637 and 1638, for example Prynne, Burton, Bastwick and Lilburne provoked further opposition and thus more pressure for a Parliament.

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

- collapse of tax in 1639–1640 added to the pressure on Charles
- the continued collection of Ship Money to early 1639 suggested some continued viability for Charles' Personal Rule no matter his mistakes
- Charles ended the Personal Rule in 1640 because he believed he would secure the finance he wanted from Parliament, the Short Parliament, to crush the Scots
- the 'coiled spring' of opposition built up since 1629 unleashed by the apparent breakdown of Charles' authority did not give Charles the room to compromise with opponents determined to address their grievances through a parliament, or even moderates like Hyde who wanted a parliament. Post-1637 was thus linked to previous events
- the desire of the Scots for a settlement on their terms, for which they sought an English Parliament, hence the links between Covenanters and Pym meant that they sought the end of the Personal Rule and not compromise with Charles no matter his actions
- Puritan radicals' desire to use the crisis for further reformation gave Charles few options.

Good answers are likely to/may conclude that Charles' imposition of the Prayer Book on Scotland was the immediate reason for the problems. This crisis brought to the surface the underlying discontent in England which increased the pressure on Charles to call a Parliament. Charles provoked a crisis by his actions in Scotland and this unleashed the tension built up in England by his financial and religious policies since 1629. His failure to compromise but also the goals of those that opposed him combined to mean that the Personal Rule became after 1637, increasingly less viable for Charles to sustain no matter his financial position or how he tried to resolve his position after 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