



**General Certificate of Education  
January 2013**

**AS History 1041**

**HIS1D**

**Unit 1D**

**Britain, 1603–1642**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

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

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

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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

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

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

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

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

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

Criteria for deciding marks within a level:

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

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January 2013

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

**HIS1D: Britain, 1603–1642**

**Question 1**

**01** Explain why the Hampton Court Conference was held in 1604. (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 the Hampton Court Conference was held in 1604.

Students might include some of the following factors:

- pressure from Puritans
- political reasons
- personal factors.

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

- continued uncertainty as to the nature of the Anglican Church
- Puritan desire to discuss matters with the new king
- James' interest in theological debate

and some of the following short term/immediate factors:

- the Millenary Petition
- James' wish to assert his political/religious authority
- James' desire to assess the Puritans and separate moderates from extremists.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show how James' personal and political interests combined to produce the Hampton Court Conference. It was, after all, his decision to call a conference.

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**Question 1**

- 02** How far did James I's religious policies satisfy Puritans in the years 1604 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 the degree to which James' religious policies did meet Puritan demands might include:

- calling the Hampton Court Conference including agreed reforms such as a new translation of the Bible
- clerical policies including the appointment of Abbot, marginalizing Laud, attempts to improve the preaching and quality of the clergy
- theological policies such as his stance at the Synod of Dort and his clampdown on Catholics after the Gunpowder Plot
- support for Protestants abroad including his daughter's marriage in 1613 and his attempts to recover the Palatinate in the 1620s.

Factors suggesting that some or all puritans were dissatisfied might include:

- disappointment of both presbyterians and separatists at his religious policies during and after the Hampton Court Conference including his support for bishops and Bancroft's canons
- failure to implement many of the moderate reforms requested in 1604
- James' policy towards Sundays and towards 'lecturers'
- his policy towards recusancy at home and the Catholic Powers abroad
- his refusal to become the 'Protestant Champion' in 1618–1624 and Spanish/French marriage
- Arminianism.

Good answers are likely to show an awareness that despite his willingness to consider reforms and to maintain a broad Church James' religious policies in 1604 disappointed the more extreme puritans and increasingly moderate puritans after 1618.

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**Question 2**

- 03** Explain why Parliament criticised James I's financial policies in the years 1621 to 1625.  
(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 Parliament criticised James I's financial policies in the years 1621 to 1625..

Students might include some of the following factors:

- rising royal debt – £1m by 1625, more than double what it had been in 1603
- recent financial methods such as sale of titles, monopolies, impositions
- influence of Buckingham
- foreign policy.

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

- James' continued extravagance
- failure of Cockayne Monopoly exacerbating slump in the European economy

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

- continued extravagance including gifts to the Villiers family
- Cranfield cutting pensions contributed to his impeachment by Parliament
- 1621 and 1624 Parliaments' attack on monopolies including impeachment of monopolists
- cost of Madrid Trip 1623
- James' insistence on a land war in 1624.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example between James' indulgence to favourites and his ever rising debt; or his waste of money on unpopular policies such as the Spanish Marriage.

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**Question 2**

- 04** How far were the actions of Parliament responsible for the worsening of relations between Crown and Parliament in the years 1625 to 1629? (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 Parliament was responsible might include:

- wanting war with Spain but not being prepared to vote sufficient money to finance it adequately thus contributing to foreign policy disasters such as Cadiz
- refusing to vote Charles I the customs for life as was traditional forcing him into levying Tunnage and Poundage without parliamentary consent and using other dubiously legal methods such as forced loans
- making Buckingham a scapegoat for everything which went wrong thus forcing Charles to dissolve Parliament in order to protect his favourite and chief minister
- Parliament's paranoia about a Catholic threat and creating panic about the growth of Arminianism and the influence of Henrietta Maria
- the extreme tactics of MPs such as Eliot, for example in 1629.

Factors suggesting that Parliament was either not responsible or only partly responsible might include:

- England's lack of a proper army and navy and of experienced military commanders which contributed to England's woeful military record in the 1620s
- Buckingham's foolishness in provoking war with France and launching ill-prepared expeditions
- Charles' absolutist tendencies for example his actions in the Five Knights' Case and his overblown view of Divine Right
- genuine religious fear given the triumph of Catholic forces in Europe in the 1620s and the open practice of Catholicism around the Queen
- genuine uncertainty over the limits to the royal prerogative as expressed in clashes over the issues leading to the Petition of Right.

Good answers are likely to an awareness that though Parliament failed to recognise the financial reality of war with Spain and the Crown's genuine financial problems, there were other factors which brought relations to breaking point such as the impact of two simultaneous wars, an inadequate financial system, legal and constitutional issues, religious tension and personal factors.

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**Question 3**

- 05** Explain why there was criticism of Charles I's Court in the years 1629 to 1637. (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**
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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**

**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 criticism of Charles 1's Court in 1629 to 1637.

Students might include some of the following factors:

- perceived Catholic influence at Court
- Court culture
- increasing isolation of the Court
- conspiracy theories.

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

- natural suspicion between Court and 'Country'
- no Parliament in the 1630s to watch over the Court or provide a link to it
- Charles' sending many noble/gentry from Court in the 1630s in order to save money and rule without Parliament

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

- growing influence of Henrietta Maria over Charles after the death of Buckingham
- prominent Catholics at Court such as Finch and Windebank as well as Arminians such as Laud
- Charles' 'Catholic' tastes in art, for example, his patronage of Rubens, Van Dyck and Bernini
- associated with Absolutism through use of non-parliamentary taxation
- associated with Absolutism through Wentworth and 'Thorough'.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link Charles tastes in art and religion to the wider alienation of Puritan gentry from the Court.

**Question 3**

- 06** How important were events in Scotland in the years 1637 to 1640 in ending Charles I's personal rule? (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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- 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**
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**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.

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Factors suggesting that Scottish affairs were important might include:

- the Prayer Book riots and Covenanter revolt in 1637–1638 marked the first open opposition to the policies of the Personal Rule in the Three Kingdoms
- the Scots Presbyterians were able to raise an effective army led by an experienced commander which was crucial to their success in the Bishops' Wars
- the two Bishops' Wars weakened the financial basis of the Personal Rule and forced Charles I to recall Parliament twice in 1640
- the Bishops' Wars also revealed the underlying weaknesses in Charles I's personal rule, for example his lack of a standing army, reliable bureaucracy, finances and support
- the Treaty of Ripon forced on Charles after the Second Bishops' War forced him to call Parliament again, threatened him with a Scottish army of occupation and made him dependent on parliamentary subsidies to pay off the Scots Covenanters.

Factors suggesting that events in Scotland were not so important in ending the Personal Rule might include:

- there was no sign until 1638–1639 of any seriously effective opposition to the Personal Rule
- had Charles been able to raise an effective and properly led army then he might have been able to defeat the Scots revolt and permanently secured his personal rule
- similarly if he had had stronger finances or more support in England then the Scots revolt might have been defeated.

Factors suggesting that other factors were also important might include:

- the decline in revenue from Ship Money in 1639–1640 seriously hampered Charles' military preparations
- Charles' mishandling of the Short Parliament by not making concessions in order to gain money and support with which to defeat the Scots Covenanters
- the fear that Wentworth might bring over his Irish Army lost Charles support against the Scots
- the connections between opponents in England and those in Scotland further weakened Charles' position
- Pym's organised opposition in both the Short and Long Parliaments weakened support for the Personal Rule in Parliament
- the unpopularity of Personal Rule policies and fear of Catholicism weakened support in England.

Good answers are likely to an awareness that events in Scotland between 1637 and 1640 were crucial for the ending of Charles I's personal rule. However, without Charles' mistakes and the underlying weaknesses within his regime they might not alone have ended the Personal Rule.

### **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)