



**General Certificate of Education  
June 2013**

**AS History 1041**

**HIS2D**

**Unit 2D**

**Britain, 1625–1642: The Failure of  
Absolutism?**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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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June 2013

**GCE AS History Unit 2: Historical Issues: Periods of Change**

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

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to Charles I. (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 A's more positive view of Charles I, particularly in terms of reform and the court
- Source B's more negative view which places emphasis on religion as the key source of conflict, but stemming from Charles
- Source B focuses on the combination of Charles' characteristics leading to conflict
- Source A sets religion as a source of conflict in the context of politics and ultimately Charles' actions

- Source B describes Charles as 'wholly incompetent' and 'weak'; whereas Source A speaks of Charles being at times 'an effective leader' and introducing 'administrative reforms'.

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

- Charles' imposition of Arminianism
- reform of finances and administration
- imposition of the Prayer Book on Scotland.

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

- both regard Charles as a weak king
- both comment on religion as an issue.

In making a judgement about the degree of difference, students may conclude while Source A has a more positive view of Charles and Source B places more emphasis on the importance of religion, both regard Charles as at fault for the conflict of the period.

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

How far were developments in Scotland and Ireland from 1640 responsible for the outbreak of civil war in England in 1642? (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.**

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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** – the role of Charles I as central to conflict
- **Source B** – the role of religion and direct reference to Scotland. Charles also as a factor
- **Source C** – the multiple kingdom dimension of the crisis, direct reference to the three kingdoms. Charles as a factor.

From students' own knowledge:

Factors suggesting developments in Scotland and Ireland might include:

- the impact of the Scottish Rebellion of 1637 if set in the context of 1640–42
- the 'Incident' of 1640 as another example of the importance of Scotland. Might also be used to illustrate the development of royalism
- the impact of the Irish Rebellion of 1641, especially in relation to Militia Bill.

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

- the role of Charles I as the source of tension
- parliamentary radicalism, including the role of Pym
- constitutional royalism as a reaction to parliamentary radicalism, thereby creating two sides.

Good answers are likely to/may conclude that the Scottish Rebellion acted as the trigger for the calling of Parliament in England and for the Irish Rebellion. Yet it was the Irish Rebellion of October 1641 that forced parliamentary radicals to try to seize the initiative which in turn provoked a constitutional royalist reaction that created the two sides necessary for civil war in England.



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**Question 2**

**03** Explain why the Five Knights' Case of 1627 raised concerns about Charles I. (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 the Five Knights' Case of 1627 raised concerns about Charles I.

Students might include some of the following factors:

- Five Knights brought their case due to their imprisonment by Charles I
- Case derived from Charles' imposition of the Forced Loan and thus concerns about absolutism
- Charles' sacking of the senior Lord Chief Justice when the judges had collectively declined Charles' request to pronounce the Forced Loan legal before the Five Knights' Case
- Charles' ordering Attorney-General to change the judgement from a 'particular' to a 'general right'
- context of billeting and martial law also emergency powers in wartime.

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

- Five Knights' Case seen in the context of Charles' apparent pretensions to absolutism.

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

- case raised the issue of trust which led to the Petition of Right.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might comment on the Five Knights' Case bringing out the themes of tension from the previous two years and Charles' response convincing some that Charles could not be trusted.

## Question 2

- 04** 'Parliamentary radicalism 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:

- vote on tonnage and poundage in 1625
- attempt to impeach Montagu in 1625
- attempt to impeach Buckingham
- proposal of Bill of Rights by more radical MPs
- Three Resolutions and the measures taken to ensure its reading.

Evidence which disagree(s) might include:

- Petition of Right as a form of compromise
- role of Charles as a key source of conflict through his policies and style of rule
- Buckingham as a source of tension and a scapegoat
- impact of foreign policy being linked to finance and religion
- impact of the imposition of Arminianism, seen through Montagu, York House Conference.

Good answers are likely to/may conclude that parliamentary radicalism was a cause of tension in the period but in relation to concerns about Charles' policies, finance, foreign and religious policies, but also the king's style of rule.

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**Question 3**

- 05** Explain why Puritans believed that Charles I was supporting Catholicism in the 1630s.  
(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 some Puritans could believe that Charles was supporting Catholicism in the 1630s.

Students might include some of the following factors:

- appointment of Arminian William Laud as Archbishop of Canterbury in 1633
- imposition and enforcement of Laudianism in the 1630s
- peace established and maintained with Spain and France
- failure to support Gustavus Aldophus, Sweden's leadership of the Protestant Case (since Gustavus Aldophus slain 1632)
- strengthened relationship with Henrietta-Maria from 1628
- high profile Catholics at court, including the agents of the Pope
- seen as Catholic because seen as absolutist.

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

- policies viewed in the context of Puritan anti-Catholicism
- context of his pro-Arminian stance in 1620s.

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

- imposition of Laudian Prayer Book on Scotland
- punishment of Puritan pamphleteers.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that for Puritans the religious policies, individuals at court and foreign policy were all viewed through the lens of their anti-Catholicism.

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**Question 3**

- 06** 'Financial failures undermined the Personal Rule of Charles I.'  
Explain why you agree or disagree with this view. (24 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and 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 failure fatally undermined Charles' rule.

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

- lack of funding to deal with the Scots forced Charles to recall Parliament – this ended the Personal Rule
- balanced budgets but no significant reforms of the outdated system
- foreign policy shaped by lack of finance, Treaties of Susa and Madrid.

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

- impact of religious policies – these created open opposition, especially Scottish Rebellion
- Charles' ability to do without parliament for 11 years
- reduction of the debt and the raising of income through prerogative
- success and potential of Ship Money. 90% collection rate – 1634 to the end of 1638.

Good answers are likely to/may conclude that religious policies triggered revolt and Charles' inability to deal with it was due to financial failure. Charles' rule could have been viable without conflict but the nature of his rule, especially the search for religious conformity across the three kingdoms, was always likely to provoke resistance. The underlying discontent created by his financial and religious policies was brought to the surface by the Scottish Rebellion of 1637.