

AS
HISTORY
7041/2E

The English Revolution, 1625–1660

Component 2E The origins of the English Civil War, 1625–1642

Mark scheme

June 2020

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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 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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the impact of the Irish Rebellion?

[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- for provenance, comment can be made on the timing of the letter shortly after the October 1641 Irish Rebellion and thereby an initial emotional reaction. Comment can also be made that as it went to a friend you would expect a relatively honest portrayal of what the author thought was happening in Ireland
- from provenance it could also be commented on that the letter was read out in the Commons and then printed with such a provocative title indicates the impact on wider thinking with regard to the Irish Rebellion
- the tone is clearly negative in its portrayal and probably an exaggerated picture of events but one that would reflect typical anti-Catholic attitudes. Comment could also be made on appeal at the end for action suggesting a purpose for the source.

Content and argument

- there were other accounts of the massacre and there was a ready audience among anti-Irish, anti-Catholic English Calvinists ready to believe this. Clarendon, for example, believed at least 40 000 Protestants had been massacred
- such sources were produced to stir up action against the Catholics in Ireland. Alongside letters like these there were also printing of images of the massacre reflecting the comments on the examples of brutality in the letter
- there was a sense of panic in England and the belief to take rapid action as seen by the introduction of the Militia Bill.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- for provenance, comment can be made on the context for the production of this Declaration in March 1642 in the context of debates over the Militia Ordinance and the reaction to the Five Members coup that some MPs saw in the context of Charles' supposed warrant for the Irish Rebellion
- as it was produced in Parliament, it was clearly designed to shape opinion against trusting Charles with an army as the Irish Rebellion was linked to him, the Queen and his recent attempt to intervene in Parliament in January 1642
- tone suggests that there is a conspiracy of Catholicism and this would have a ready-made audience in England given the anti-Catholic context of most Protestant English. Some of this was linked to the need to avoid directly attacking the King as indicated by emphasis at the end of the source.

Content and argument

- O'Neill and the leaders of the rebellion did release a warrant from Charles for their action. Even though it was fake, it was easily believed by those who did not trust Charles
- there was a conspiracy theory mentality among some MPs, like Pym, who did believe in a Catholic plot and Charles' attempted Five Members coup was used to reinforce this and push through the Militia Ordinance
- most MPs still wanted to avoid a direct attack on the monarch to avoid undermining the system.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is useful in showing the kind of material presented in relation to the nature of the Irish Rebellion, whereas Source B is useful in showing the impact within Parliament in terms of steps to be taken to deal with the Rebellion, ie the raising of a militia and the question of who could be trusted with control of that army, Charles or Parliament.

Section B

0 2 'Buckingham was the main cause of conflict between Crown and Parliament in the years 1625 to 1628.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that Buckingham was the main cause of conflict between Crown and Parliament in the years 1625 to 1628 might include:

- Buckingham was a source of conflict due to his position as favourite and through this being able to monopolise patronage
- Buckingham was a source of tension in his position as Lord High Admiral and thus became a central focus due to issues with foreign policy. Similarly, his role at the York House Conference
- Charles I's refusal to use Buckingham as a scapegoat escalated the tension his position as favourite caused.

Arguments challenging the view that Buckingham was the main cause of conflict between Crown and Parliament in the years 1625 to 1628 might include:

- 1625 Parliament focused on tonnage and poundage, Montagu's Appello Caesarum and finance for foreign policy. In 1628, the tension over the Petition of Right could be seen as a focus away from Buckingham
- Buckingham was used by MPs as a scapegoat for not directly attacking the King and the issues could be seen as the themes of the period rather than an individual: finance, foreign policy, religion and the constitutional balance between prerogative and privilege. Buckingham's prominence meant that he was a symbol for problems in all these areas
- tension continued in Parliament after Buckingham's assassination, for example, with the Three Resolutions of 1629.

Buckingham's position as favourite clearly was a source of tension between Crown and Parliament, particularly in debates after the failure at La Rochelle given Buckingham's position as Lord High Admiral. Buckingham was also a source of tension due to his monopoly of patronage and the network he had built up based on his own family. Buckingham could also be centred on by MPs as attacking the monarch directly raised bigger constitutional questions and was more dangerous. There were, however, clearly other issues in Parliament that were the main themes of the period: finance, foreign policy and religion. It could also be argued that, fundamentally, the root of the tension was not Buckingham, or policies, but Charles' style of rule that escalated policies or themes in to constitutional questions. This can be seen clearly in the escalation of the dispute over Montagu's tract in 1625 because of Charles' provocative use of his prerogative in response to Parliament's attempts to use their privilege of impeachment.

0 3 'The religious policies of Charles I created widespread opposition in the years 1633 to 1640.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that the religious policies of Charles I created widespread opposition in the years 1633 to 1640 might include:

- emigration of Puritans in the 1630s was driven by enforcement of the policies of Laudianism and the consequent recognition by Puritans that they would be subject to prosecution in the church courts and lose livings. Leaving was a judgement on Charles' policies. Organisation through networks such as the Providence Island Company can be seen as a form of organised opposition
- Presentment Bills and Visitations established that the system was being used to enforce and follow up on conformity but also illustrated how it wasn't and therefore are examples of opposition
- examples of opposition can be seen, such as St Gregory's Case or with individuals such as Prynne, Burton, Bastwick and Lilburne. Their punishment created further opposition and alienated more moderate Calvinists
- opposition further developed with the Scottish Rebellion which can be regarded as a major form of opposition.

Arguments challenging the view that the religious policies of Charles I created widespread opposition in the years 1633 to 1640 might include:

- the Puritans were a minority. The bulk of the population found the 'beauty of holiness' of Laudianism less demanding and more accessible and much of this was accepted passively in communities not shaped by a Puritan core
- there was actually limited open opposition to the imposition of Laudianism and cases that were high profile could be seen as from Puritan radicals
- emigration could be seen as a sign of acceptance by Puritans. They had to leave England as they didn't have any chance of opposing the imposition of Laudianism.

The imposition of the policies of Laudianism broke the Jacobethan balance maintained by James I. In doing this, Charles I gave no scope for many Puritans who wanted to belong within the Church of England and this provoked a range of oppositional responses, from withdrawal, creating their own godly networks, such as those in Essex around Thomas Hooker and patronised by the Earl of Warwick, emigration to the Netherlands or New England to the more high profile opposition of Puritan radicals. Charles' demand for uniformity and conformity was clear in the detail of some Visitations and in his policies towards Scotland. The Scottish Rebellion sparked open questioning of his authority in England. The post-1618 context of the development of Arminianism, the European conflict and the flourishing of Puritan networks might be taken to suggest that even without Charles' drive for imposition his religious policies would have provoked opposition. This may be suggested initially by the creation of the Feeoffees for Improvements or St Gregory's Case.