

AS

History

The English Revolution, 1625–1660

7041/2E The origins of the English Civil War, 1625–1642

Mark scheme

June 2016

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

June 2016

The English Revolution, 1625–1660

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

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the hostility towards Buckingham? **[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 have 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

- a report of an ambassador whose job it was to report political events at court to which he had access: in reporting to his head of state the ambassador would try to be as accurate as possible
- report of key event in the political events surrounding Buckingham from the time
- the tone is emphatic and appears factual.

Content and argument

- Buckingham implied to have a very close personal relationship with the new monarch
- argues that Buckingham will have even greater influence under the new monarch
- Buckingham did establish himself immediately as the clear favourite of Charles I, building on the relationship that he had sought to establish since 1620 and cemented with the 1623 Madrid Trip
- Charles remodelled court access to make it more restricted and the freedom granted to Buckingham thereby heightened his influence with the new monarch and was a greater source of contention thereby for the political nation who became more cut off from power in the new structure.

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

Provenance and tone

- not a first-hand account, but written by wife of person involved, produced much later than events it reflects on
- designed for publication in defence of her regicide husband
- the tone is emotive, expressing hostile views.

Content and argument

- no reference to Buckingham's position being based on merit
- Hutchinson imputes her view and that of other 'opponents' on to the whole people whereas Buckingham an issue for political nation, and some within that more than others, for example Thomas Scot's linking of Buckingham with Agag in manuscript as a well-known attack on Buckingham
- Charles did dissolve Parliaments to protect Buckingham

-
- part of hatred of Buckingham derived from his relatively lowly origin.

Source A focuses on Buckingham as the favourite which was the chief reason for hostility to him. Source A stresses the envy of Buckingham from his position. Source B addresses this as well but also adds an example of foreign policy as a trigger for hostility. Both indicate the raising up of Buckingham and the strength of the personal relationship between monarch and favourite. In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source A is more valuable as deriving from a more neutral but informed observer who had direct access to the court compared to an outsider with an agenda shaped by their Puritanism and the context of later events. Comment may also be made on Source B directly focusing on the kind of reasons from his actions for which Buckingham was criticised, whereas Source A has as a clear central theme the main reason for hostility to Buckingham, his position as favourite, from which all his influence flowed. Some may also comment on the implied comment in Source A on the nature of the relationship between Charles and Buckingham which was also a source of hostility. Some students may focus on Source B's strength being a wider overview but this balanced by its later construction and comment on the limits of Source A as a source from 1625 which does not see the later context for Buckingham's role.

Section B

02 ‘Laud’s reforms in the 1630s strengthened the Church.’

Explain why you agree or disagree with this view of the years 1633 to 1640. **[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 suggesting that Laud’s reforms in the 1630s strengthened the Church might include:

- there was very little direct questioning of Charles’ authority as King or as Supreme Governor and open opposition in England only became more prevalent as a result of the Scottish Rebellion of 1637
- there were a limited number of examples of open opposition by Puritans with opposition by Puritans predominantly by individuals or small groups from this minority in English society
- Laud and Charles dealt with the examples of open opposition and in doing so presented examples to frighten others from opposing him, for example, St Gregory’s Case of 1633 was a victory to enforce the altar policy or concern at the punishment of Prynne, Burton and Bastwick in 1637 did not translate in to any direct threat to Charles’ authority. Furthermore, punishment of John Lilburne in April 1638 did not lead to wider unrest and Charles was able to isolate critics within the Church hierarchy like Bishop John Williams
- Laud’s use of Visitations, Court of High Commission and Presentment Bills kept Puritans in check.

Arguments challenging the view that Laud’s reforms in the 1630s strengthened the Church might include:

- Puritan opposition was illustrative of the wider discontent of the political nation at the Laudian reforms as Puritanism was linked to mainstream Calvinism and by breaking the Jacobethan balance Charles aligned moderates with Puritans
- organisation of emigration through Providence Island Company and others allowed Puritans to network and be politically active and then the increasing return of Puritans, like Hugh Peter, from emigration as Charles began to lose authority in the years 1637 to 1640
- Puritans in England in contact with Covenanters as there was a recognition by Scots that they would secure their agenda by allowing the Puritans in England to voice opposition through a Parliament
- St Gregory’s Case illustrative of broader concerns at altar policy and there was gentry concern at nature of punishment of Prynne, Burton and Bastwick.

The limited direct opposition to the Laudian reforms can be commented on. Some will also point out that for the general population the more visual aspects of Laudianism were more popular as they were less demanding than Puritanism. Stronger responses will illustrate that while on the surface the Puritan opposition in England appeared to be controlled by Charles it was symptomatic of wider building discontent with the Laudian reforms that was able to increasingly come to the surface as a result of the Scottish rebellion. Opposition to Charles in 1640 in Parliament could be said to be Puritan led in reaction to the imposition of Laudianism and ultimately its failure.

- 03** ‘The King acquired support in the Long Parliament because of the religious radicalism of Pym and his followers.’

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 suggesting that the King acquired support in the Long Parliament because of the radicalism of Pym and his followers might include:

- the impact of the Root and Branch Petition
- the reaction to the Puritanism of the London Mob
- the reaction to the iconoclasm of the period
- reaction to the activism of religious radicals such as Cromwell after the Militia Ordinance of March 1642.

Arguments challenging the view that the King acquired support in the Long Parliament because of the radicalism of Pym and his followers might include:

- Anglicanism as part of the conservatism of the political nation
- the reaction to the Grand Remonstrance
- the strength of Constitutional Royalism
- the need to make a decision on support became increasingly more pronounced after the Irish Rebellion.

Stronger responses will illustrate that the King acquired support in the Long Parliament both because of the impact of the radicalism of Pym and his followers and other reasons. The combination of both politics and religion was seen as a sign of the growing radicalism of Parliament led by Pym and his junto which led to an increasing conservative reaction and support for Charles as part of the process of Constitutional Royalism. Some will comment on the reactive nature of the process of the development of the support for Charles over time and being a different response at different times for individuals such as Hyde or Falkland as examples of the political elite fearing the growing influence of Pym in Parliament.