



AS HISTORY 7041/2E

The English Revolution, 1625–1660

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

Mark scheme

June 2019

Version: 1.0 Final

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

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

Further copies of this mark scheme are available from aqa.org.uk

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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.

The English Revolution, 1625–1660

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 Forced Loan? **[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

- for provenance as a Proclamation by Charles it will justify his calling for a Forced Loan and some may comment on the nature of the document illustrating Charles using his prerogative rather than going through Parliament
- the tone indicates that Charles wanted to give the impression that he needs the Loan for a range of reasons for the benefit of his people and that he has only called for it out of real necessity
- use of the term 'loving subjects' implies that all are loyal, will not have an issue with paying the Loan and non-payment equates with disloyalty.

Content and argument

- Charles argues that the Forced Loan will not be a precedent
- Charles implies that he has been forced to this measure and this could be linked to failure of Parliament and benevolence
- Charles has linked his foreign policy to religion as well as the image of England in Europe.

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

Provenance and tone

- for provenance as an anonymous pamphlet a honest argument, from the perspective of the author, could be expected and the very critical tone of the pamphlet could also be seen as why the author did not make themselves public
- as it was produced in 1627 it is clearly a response to the Forced Loan
- tone suggests, 'Beware', that the Loan must be seen as part of a wider threat to the liberties of the people.

Content and argument

- argument that the Loan will lead to other limits on freedom and some may set this in the context that Charles used the Loan as a 'test of political loyalty' according to Cust
- argues that Parliament has the right to tax, although Charles had tried to raise parliamentary finance
- argues that money will not be used for foreign policy but used by Buckingham, partly through his position as Lord High Admiral.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is useful in showing Charles' perspective, whereas Source B is useful in showing the negative reaction to the Loan of those who were most concerned about the potential for absolutism.

Section B

02 'In the years 1633 to 1638, the Puritans did not pose a threat to the authority of Charles I.'

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 in the years 1633 to 1638, the Puritans did not pose a threat to the authority of Charles I might include:

- examples of Puritan opposition were limited, such as the 1633 St Gregory's Case, and those that did oppose Charles I were radicals, like Prynne or Lilburne, and towards the end of the period in the context of Puritans being a minority
- emigration through the 1630s can be seen as an example of Puritan acceptance of Charles' authority and an acceptance of their inability to reverse the imposition of anti-Calvinism and the need to remove themselves
- Charles did not need to call a Parliament, indicating that his authority had not been directly challenged.

Arguments challenging the view that in the years 1633 to 1638, the Puritans did not pose a threat to the authority of Charles I might include:

- there was an underlying discontent where many of the gentry had sympathy with the Puritan agenda as a result of Charles' breaking of the 'Jacobethan balance' through, for example, discontent with Laud's policy towards the feoffees of impropriations or imposition of elements of 'beauty of holiness'
- Puritan emigration was organised by a network of Puritan opponents, including Pym, and organisations such as the Providence Island Company were used for discussion of politics
- Presbyterian revolt in Scotland undermined Charles and brought opposition increasingly into the open, including opposition to Ship Money, by giving Puritans and others in England confidence to oppose Charles.

On the surface Charles' rule, especially to 1637, was not seriously threatened by Puritan discontent. Examples of open opposition were limited and dealt with effectively. Many Puritans chose to emigrate in response to the imposition of Laudianism. Yet Charles' Personal Rule saw a development of underlying discontent over time, that with the Presbyterian revolt in 1637, came out into the open and forced Charles to recall Parliament. During this period many Puritans, such as Hugh Peter or Hezekiah Haynes, returned to England and became part of the open opposition to Charles I. Pym and other Puritans, through organisations such as the Providence Island Company, created a network of opposition during the 1630s that could also function more aggressively after the Scottish Rebellion. Puritans like Pym were also in contact with the rebels in Scotland. Charles' breaking of the Jacobethan balance also repositioned Puritans more in line with moderate Calvinists and thereby broadened sympathy with the Puritan agenda and potential opposition to Laudianism.

03 ‘Civil War broke out in England because, in 1642, Charles I was in a strong position.’

Explain why you agree or disagree with this view of the years 1641 to 1642.

[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 Civil War broke out in England because, in 1642, Charles I was in a strong position might include:

- development of Constitutional Royalism was key to the creation of a 'royalist party' that led to the two sides necessary for Civil War by 1642
- Charles' strengthening position, as a result of reaction to Pym's radicalism and specifically the Grand Remonstrance of November 1641, led him to attempt the Five Members' Coup of January 1642 which further split the Political Nation
- Charles believed that there was only a minority against him and he could count on the loyalty and military experience of most of the aristocracy and gentry and this made him more confident in raising his standard in August 1642.

Arguments challenging the view that Civil War broke out in England because, in 1642, Charles I was in a strong position might include:

- Civil War was triggered by the actions of millenarian activists like Cromwell in the period after the Militia Act and their actions ended the attempts of the conservative gentry to construct effective neutrality pacts in the localities
- the Irish Rebellion of October 1641 was a key step on the development of sides at Westminster as it forced MPs to discuss and make decisions with regard to the key prerogative, control of the army
- Charles was in a fundamentally weak position in 1640 and misjudged the strength of his position after that date and in doing so, consolidated the influence of Pym at Westminster in late 1641 and early 1642.

The weakness of Charles I's position in 1640, with most of the Political Nation unified to remove the abuses of the Personal Rule, meant civil war at that stage was not possible. From that point, as division developed, Charles' position strengthened. Key to this was the need to respond to the Irish Rebellion which radicalised Parliament and in turn spurred further the development of Constitutional Royalism that allowed a royalist party to develop. Despite there being two sides to fight a civil war by March 1642, ultimately it was only the actions of a minority of millenarian activists that broke the attempts of moderate gentry to avoid conflict that sparked civil war.