



AS HISTORY 7041/2E

The English Revolution, 1625–1660

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 1 / 2 E / M S

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, ie 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 Charles I's character?
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[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

- Warwick worked as an official for Charles I and this may have shaped his positive overall tone from his owing loyalty to the King as a Crown official but more so as someone willing to fight for him in the Civil War. Warwick's position can therefore be seen as valuable as someone with some access and knowledge of Charles but also limited by a vested interest in a positive portrayal
- the provenance of Warwick writing this after the Restoration of 1660 gives it value as he had the context of knowing the outcome of the Civil War and regicide and may therefore have a more positive tone about Charles I from being aware of where the divisions later led that sparked Civil War and then regicide, both of which he opposed as a royalist but this longer term perspective may miss the negative impact Charles' character had in shaping the discontent of the 1630s and 1640s
- Warwick's focus on the personal accomplishments of Charles I appear to be from personal experience and some interaction with the monarch making him more of a first-hand witness of Charles I and therefore of value in assessing Charles' character.

Content and argument

- Warwick argues that Charles I was very protective of his image as a Divine Right monarch and projected this through his deportment, also taking care over how others saw him and how they approached him to recognise his status as monarch. This can be seen in how he set new rules of behaviour for his court in comparison to James I's more open approach or in how he wanted himself portrayed in court art, notably by Van Dyck
- in conversation Charles focused on serious matters and engaged others in argument but put his case by reason rather than his authority as can be seen in the record of his Privy Council but can also be questioned in not allowing the Court to act as a 'point of contact' with the Political Nation
- in conversation, as in behaviour at his Court, he would not accept anything that was forward or did not show enough respect to his position as monarch and this can be seen, for example, in his negotiations with Ireton over the Heads of the Proposals.

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

Provenance and tone

- as a civilian adviser to Charles I during the Civil War, Clarendon had plenty of experience of Charles as king during that time and therefore has value as a source from this access
- Clarendon's work was a History of the Great Rebellion, indicating his general negative tone on those who opposed Charles I from its provenance and this limits its overall value as taking a political stance against the Parliamentarians
- Clarendon was writing after the Restoration, aware of Charles' fate and has a more mixed tone in his comment on Charles I – gives this source value as a more balanced assessment of Charles I.

Content and argument

- Clarendon argues that Charles I had a number of strengths but that these were offset by his weaknesses, apart from one area which is portrayed more negatively, Charles' approach to religion. This can be seen in the impact of his imposition of Arminianism from 1625
- Clarendon presents an overall picture of Charles I being a weak king in his character and actions and this can be seen in his reaction to the Bill of Attainder, the 5 Members' Coup but this could be offset by his stance at his trial
- Clarendon argues that Charles was not strong enough, slow in decision making and lacking confidence, from which he was indecisive and this could be supported by his decisions during the war but questioned with regard to how he manipulated the groups in the post-war period 1646 to 1648 to get presented the Newport Treaty.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A shows how Charles performed as a king and how he wanted to project an image of himself to others that is also reflected in the broader culture of his court, for example, the masques or Van Dyck's artwork. It could be argued, however, that Warwick's view is too shaped by his loyalty to Charles I and is too positive a view. Some may argue that Clarendon in Source B presents a more valuable view of Charles I as it presents a more mixed view of his kingship that fits with the mistakes he made throughout his reign.

Section B

- 0 2** 'In the years 1633 to 1640, Thomas Wentworth strengthened the authority of the English Crown in Ireland.'

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 in the years 1633 to 1640, Thomas Wentworth strengthened the authority of the English Crown in Ireland might include:

- Wentworth reorganised the administration in Ireland in particular used assistants to help him enforce the authority of the English Crown in state and church. For example, George Radcliffe, Christopher Wandesford, John Bramhall and Philip Mainwaring
- a New Book of Rates was successful in raising finance for the Crown from Ireland. From 1633 to 1640 it doubled customs income. A fine on the City of London in relation to Londonderry also raised £70 000
- Wentworth's policy of playing off the various groups in Ireland against each helped him manipulate the 1634 Irish Parliament. Wentworth secured a vote of six subsidies in the first session of the 1634 Parliament without addressing grievances in the second session. Wentworth also secured from the 1640 Irish Parliament four subsidies
- 1634 Convocation adopted the Thirty-Nine Articles and a new Irish Court of High Commission was set up. Land was also recovered for the Church through the Commission for Defective Titles and the Court of Castle Chamber.

Arguments challenging the view that in the years 1633 to 1640, Thomas Wentworth strengthened the authority of the English Crown in Ireland might include:

- Wentworth antagonised the Old English elite and Irish Catholics by not confirming by parliamentary statute the Graces
- Wentworth's extension of plantation into Galway further alienated the Old English elite
- personal attacks on two leading figures among the New English also alienated a group who should have been key supporters of the Crown in Ireland, Richard Boyle, Earl of Cork, fined £15 000 in Star Chamber, and Francis Annesley, Lord Mounthorris, charged with treason. These were specifically selected as powerful members of the New English elite to set an example
- the imposition of Laudianism alienated the predominantly Presbyterian settlers and undermined support for the Crown with this influential group.

Wentworth did strengthen the authority of the Crown in Ireland in a number of ways but this depended on him playing the different political and religious groups off against each other and his own constant personal attention. Through his direction of policy in Ireland the Crown was strengthened financially. Wentworth's support of the religious changes that were religious policy also thereby strengthened the authority of the Crown. Nevertheless, Wentworth's role in Ireland created tensions that, when unleashed, were to destroy the authority of the Crown in Ireland in state and Church. Wentworth's personal success to 1639 can also be seen by the undermining of royal authority after his recall. The attack on land rights alienated the New English in particular as the group who had benefited most from the Reformation. The selection of prominent figures for prosecution for fines and imprisonment made others concerned about their fate. The alienation of Old and New English also eventually made them make common cause as Catholics in the face of increased plantation and the threat from Charles' other kingdoms.

0 3 'John Pym was the main cause of the outbreak of Civil War in England in the years 1640 to 1642.'

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**
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- 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 John Pym was the main cause of the outbreak of Civil War in England in the years 1640 to 1642 might include:

- John Pym's combative, humourless and antagonistic personality alienated moderates in Parliament who began to see him as a greater threat to political stability than Charles I
- John Pym's aim of a second reformation, seen in his support of the December 1640 Root and Branch Petition, alienated moderates in Parliament
- John Pym's use of his links to the Puritan population in London made him appear to have the potential to be a demagogue and was partly the source of moderates referring to him as 'King Pym', reinforced by Pym's control of the Recess Committee
- Pym's anti-Catholicism was the driving force behind his actions and the Irish Rebellion further radicalised his approach and in leading the push for the Militia Bill and using the Grand Remonstrance to secure it Pym further alienated moderates in Parliament that was then reinforced by his Ten Propositions and apparent encouragement of iconoclasm.

Arguments challenging the view that John Pym was the main cause of the outbreak of Civil War in England in the years 1640 to 1642 might include:

- Pym was willing to consider the position of Chancellor of the Exchequer within the Earl of Bedford's attempt at settlement in May 1641 and thereby was a key part in trying to come to a settlement to avoid conflict
- Charles I's actions were the main reason for Civil War in England, for example, his Five Members' Coup of January 1642 destroyed the momentum in his favour and allowed parliament to push through the Exclusion Bill and Militia Ordinance, thereby creating more division. Pym can be seen as a product of the reaction to the policies and actions of Charles I rather than the root cause of conflict
- the Irish Rebellion was the main cause of the Civil War in England as it forced a decision about armed force and drove division in Parliament as a decision needed to be made as to whether Charles could be trusted with an armed force
- the actions of activists in the period after March 1642 to August 1642 was the cause of the actual fighting in England that triggered Civil War rather than the actions of politicians in Parliament.

Pym had a role in most of the key political issues of 1640 to 1642 and thereby personified parliamentary radicalism for moderates and was part of driving them in to a royalist party, thereby creating the two sides necessary for Civil War. Pym was a driven Puritan anti-Catholic who rose to prominence in the context of the apparent increasing threat from Catholicism which, with his strong links to Puritans in the City of London, allowed him to emerge as the foremost critic of Charles I and thus alienate moderates. However, despite Pym's central role in Parliament other factors also contributed to causing Civil War; Charles' own actions, the actions of activists in the localities and divisive events like the Irish Rebellion. It was therefore a combination of factors that led to war in August 1642. The radicalism in parliament and in London that Pym symbolised can be seen as a result of Charles' approach to kingship, his religious policies and his actions in the years 1640 to 1642. Thus, while Pym was important in the development of the royalist party it was Charles I as monarch who was at the root of the crisis that led to Civil War.