



**GCE AS/A level**

1232/02

**HISTORY – HY2**

**UNIT 2**

**IN-DEPTH STUDY 2**

**REBELLION AND REPUBLIC, c. 1629-1660**

A.M. THURSDAY, 20 January 2011

1½ hours

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or ball-point pen.

Answer **one** question.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

The sources and quotations used in this unit may have been amended or adapted from the stated published work in order to make the wording more accessible.

**You are reminded that assessment will take into account the quality of written communication used in your answers.**

**UNIT 2**  
**IN-DEPTH STUDY 2**  
**REBELLION AND REPUBLIC, c. 1629-1660**

*Answer one question.*

1. *Study the sources below and answer the questions that follow.*

**Source A**

‘By 1648 the people of England were war-weary and fearful of what might happen should the King escape his prison. Even royalists were reluctant to display their allegiance let alone risk their lives by offering their help or inducing others to rescue the imprisoned King. In truth, many royalists did not want the King released from prison for fear of starting another war.’

[C. V. Wedgwood, an academic historian and specialist on the Civil War, writing in a specialist textbook, *The Trial of Charles I* (1964)]

**Source B**

‘The people of Somerset may have turned against the King but this does not mean that they trusted Parliament. To the freeholders and landowning voters of the county, most Members of Parliament were regarded as unscrupulous freeloaders intent on lining their own pockets under the guise of fighting tyranny.’

[David Underdown, a local historian and specialist in the history of Somerset, writing in a local history textbook, *Somerset in the Civil War and Interregnum* (1973)]

**Source C**

‘The New Model Army was not made up entirely of religiously motivated volunteers, but there were a number of them, especially among the cavalry regiments. Such men set an example of restraint and good discipline which enabled these standards to be more easily enforced.’

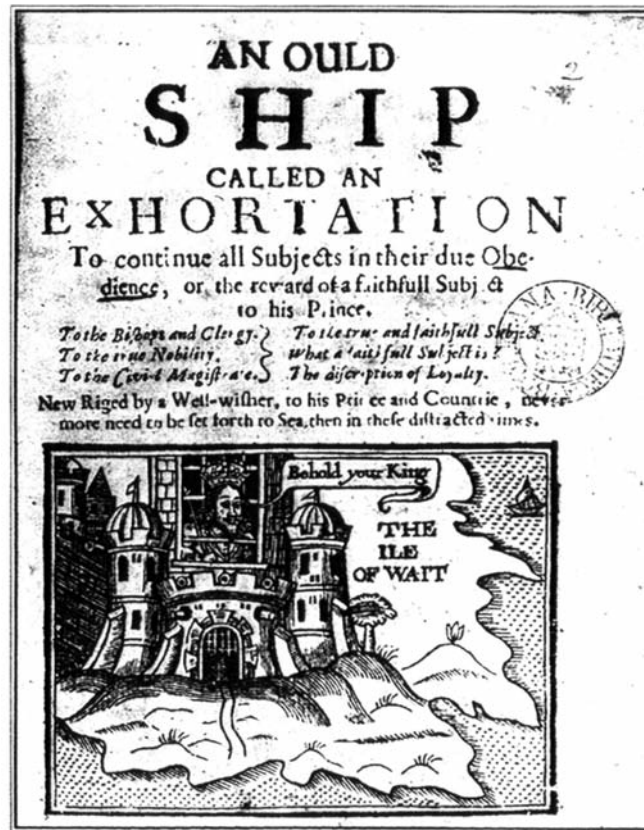
[Angela Anderson, an academic historian writing in a textbook for Advanced level students, *Stuart Britain, 1603-1714* (1999)]

**Source D**

‘The great amount of plundering of the country makes most people hate the very name of a soldier. A number of people in Radnorshire and Montgomeryshire, who call themselves neutrals, have armed themselves to withstand the plundering. The common people would join us if only Parliament would at least try to stop the army from its plundering and punish those commanders who refuse to conform.’

[Thomas Myddleton of Chirk, an army officer in the New Model Army, writing in an open letter to the Speaker of the House of Commons (1645)]

## Source E



[A contemporary royalist broadsheet showing Charles I in prison in Carisbrooke Castle. The broadsheet is calling on all the King's faithful subjects to continue their support of him and to help free him from prison (1648)]

- (a) Study Source C. Use the source **and your own knowledge** to explain the meaning of the term "New Model Army". [4]
- (b) Study Sources B and D. Use these sources **and your own knowledge** to explain the importance of Parliament in the Civil War. [8]
- (c) Study Sources C and D. How reliable are Sources C and D in explaining the conduct of the New Model Army? [16]
- (d) Study Sources A and E. How far does Source E support or contradict the interpretation of the position of the King given in Source A? [20]
- (e) How useful are these sources to an understanding of the causes and events of the Civil Wars? [32]

*(In your answer, you are advised to evaluate the sources for their utility and provide appropriate background knowledge.)*

The extract from *Stuart Britain* is published with the permission of Hodder and Stoughton Ltd.

2. Study the sources below and answer the questions that follow.

**Source A**

‘The parliamentarians produced thousands of pamphlets in an attempt to persuade people to support their cause. Although some of these were distributed in Wales they had very little impact on the Welsh people. The main problem was that these pamphlets were in English, a language that large numbers of the population did not understand. Consequently, the Welsh remained ignorant of the issues but Royalist.’

[John Simkin, an academic historian and teacher of history, writing in a school textbook, *The Civil War in Wales* (1995)]

**Source B**

‘Burdened by unfair taxes, poverty and land hunger, the native Catholic population of Ulster rose up in armed rebellion against their Protestant landowners. A great deal of violence followed. Both Papists and Protestants massacred their opponents. The Irish Rebellion heightened the political crisis in England by raising the politically explosive issue of who should control the army.’

[Barry Coward and Chris Durston, academic historians and specialists in seventeenth-century political history, writing in a specialist textbook, *The English Revolution* (1997)]

**Source C**

‘The relationship between the King and the Short Parliament had been strained but the King was prepared to compromise with its members so long as they voted him the money he demanded of them, as was his prerogative right.’

[Jack Lindsey, an academic historian and specialist in military history, writing in a short popular study, *Civil War in England* (1954)]

**Source D**

‘The King sends to the House to grant him moneys without delay, and that he would have twelve subsidies. The House sat all day debating what to do. The King offered a compromise by stating that if the House would give him the subsidies for his present necessity then he would cancel the Ship Money. However, before it came to voting the King changed his mind and broke up the House being unwilling to risk the dishonour that Parliament might vote against him.’

[An official record of the proceedings of the House of Commons in the Short Parliament (1640)]

**Source E**

‘The heretic Catholic did pay for his evil will and allegiance to the Roman antichrist. Our fathers did cleanse Ireland of the Roman faith by blood, by fire and by pamphleteering. We must place our trust in the printed word and the woodcut image to turn and bend the commons to our will.’

[Sir John Temple, a Protestant landowner and member of the Irish Parliament, reflecting on the Irish Rebellion in his pamphlet, *Notorious Cruelties and Barbarous Murders committed in the Late Rebellion* (1688)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the word “Papists”. [4]
- (b) Study Sources A and E. Use these sources **and your own knowledge** to explain the importance of publishing pamphlets in times of war and rebellion. [8]
- (c) Study Sources B and E. How reliable are Sources B and E in explaining the causes of the Irish Rebellion? [16]
- (d) Study Sources C and D. How far does Source D support or contradict the interpretation of the King’s relationship with Parliament given in Source C? [20]
- (e) How useful are these sources to an understanding of the causes and events of the Civil Wars? [32]

*(In your answer, you are advised to evaluate the sources for their utility and provide appropriate background knowledge.)*