



GCE AS/A level

1232/02

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 2

Rebellion and Republic c. 1629-1660

P.M. WEDNESDAY, 22 May 2013

1 hour 20 minutes

1232
020001

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **either** question 1 **or** question 2.

INFORMATION FOR CANDIDATES

The number of marks is given in square 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 word in order to make the wording more accessible.

You are reminded that marking 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 **either** question 1 **or** question 2.

QUESTION 1

Study the sources below and answer the questions that follow.

Source A

Faced with the certain closure of Parliament in 1629, Sir John Eliot petitioned the Speaker of the House of Commons, John Finch, that he be allowed to read out the Three Resolutions. Following instructions from the King, Speaker Finch refused Eliot's request, so Finch was forcibly held down in his chair and the Resolutions were read out regardless.

[Conrad Russell, an academic historian and specialist in seventeenth-century political history, writing in a specialist textbook, *Parliaments and English Politics 1621-1629* (1979)]

Source B

What would you have me do, if you were in my place? I am the King's servant but I serve this House also. I humbly begged His Majesty for permission to consent to Mr. Eliot's petition, but he would not grant me that for which I asked. I advised him of the mood of the House but was dismissed for my trouble.

[Sir John Finch, MP for Canterbury and Speaker of the House of Commons, giving a speech to the Commons (1629)]

Source C

The Crown was financially crippled, it had little left to pledge as credit, and any storm was bound to rock the ship of state. Charles's determination to punish the Scots for their opposition to his religious reforms brought on that storm: the result was war.

[Derek Hirst, an academic historian and specialist in political history, writing in a general textbook, *Authority and Conflict: England 1603-1658* (1986)]

Source D

Conflict could have been avoided but His Majesty was rather stubborn and would not yield to advice. Nevertheless, the Scots must take their share of the blame for the war between the King and his parliament. Their invasion of the north was more through want of spoil than anger at the King's imposition of the Book of Common Prayer.

[Edward Hyde, an MP in the Long Parliament and a supporter of the Crown, recalling events in his autobiography, *The Life of Edward, Earl of Clarendon* (c. 1650s)]

Source E

We do not oppose the King, the King doth oppose himself. He causes anger and opposition by his stubborn resistance to good advice. Common sense must prevail but, in truth, we who have suffered at his hands know that we cannot accept anything upon the King's bare word.

[William Strode, an MP and an opponent of the King, in a speech delivered in the Commons (1629)]

Source F

During the early years of the war, King and Parliament ordered them to get on with their knitting and dish-washing, but the revolutionary women went out on the streets protesting, petitioning, demonstrating and preaching. Some heckled statesmen, roughed up mayors, tossed stools in church, bawled abuse at ministers and were whipped, stocked or carted off to prison.

[Steve Davies, an academic historian and specialist in seventeenth-century social history, writing in a specialist textbook, *Unbridled Spirits: Women of the English Revolution 1640-1660* (1998)]

- (a) What does the author of Source B mean by the phrase "I advised him of the mood of the house, but was dismissed for my trouble"? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant was the office of Speaker of the House of Commons at this time? [16]

Explain your answer by analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that the Scots were responsible for causing the Civil War? [24]

Explain your answer by analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources D, E and F to an understanding of the causes and events of the Civil War? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.

QUESTION 2

Study the sources below and answer the questions that follow.

Source A

The Uxbridge Peace Propositions of 1644 included a radical set of proposals for the reform of the Anglican Church. It advocated the abolition of bishops and the Book of Common Prayer and the issuing of a Directory of Worship based on Presbyterian ideas. It was too radical for the King, who rejected it out of hand, thus ending any hopes of a negotiated end to the Civil War.

[M. Walzer, an academic historian and specialist in seventeenth-century English radicalism, writing in a specialist textbook, *The Revolution of the Saints* (1965)]

Source B

It is a truth conceived by God that all men are created equal and that Englishmen are naturally free. That state of freedom extends to free speech, fair trial and equitable justice, and the right to vote in parliamentary elections for all men over the age of 21. No one man should have the power of life and death over another.

[John Lilburne, a parliamentary soldier and leader of the radical Leveller Movement, writing in a political pamphlet, *England's Birthright Justified* (1645)]

Source C

With Laud sent to join Strafford in the Tower, the parliamentary leaders pressed on, aiming not just at vengeance but also at providing object lessons to future servants of the Crown. Into a frightened exile fled two senior members of the Privy Council, Secretary of State Sir Francis Windebank and the newly appointed Lord Keeper, Sir John Finch.

[Derek Hirst, an academic historian and specialist in political history, writing in a general textbook, *Authority and Conflict: England 1603-1658* (1986)]

Source D

We seek not vengeance nor retribution but justice against those who sought to undermine the authority of this House. We, who represent Parliament, are your Majesty's loyal subjects and all we seek to do is to ensure the appointment of men worthy of the title of King's Privy Councillor. My Lord Strafford and Archbishop Laud have forfeited that right.

[John Pym, an MP and one of a group of five parliamentary leaders sent by the Commons to negotiate with the King (1641)]

Source E

The King will not negotiate, nor should we trust him even if he does consent to negotiate. The war must continue until the Crown is entirely destroyed but we must appear to be on the side of right, the advocates of peace and reconciliation. If the King rejects our proposals for peace then he will appear to be the aggressor.

[General Thomas Harrison, a parliamentary commander and close friend of Oliver Cromwell, writing in a private letter to Sir Arthur Haselrig, a radical M.P. (1644)]

Source F

[Contemporary print showing Archbishop Laud eating William Prynne's ears. Prynne had been convicted of sedition for criticising Laud's policies and his ears were cropped in punishment (1637)]

- (a) What does the author of Source E mean by the phrase "the King will not negotiate, nor should we trust him even if he does consent to negotiate"? [8]

In your answer you are advised to discuss the content and authorship of the source and to use your own knowledge.

- (b) How significant were radical groups in the development of the Civil War? [16]

Explain your answer analysing and evaluating the content and authorship of Sources A and B and using your own knowledge.

- (c) Do you agree with the interpretation that Parliament wanted to destroy the power and authority of the Crown? [24]

Explain your answer analysing and evaluating the content and authorship of Sources C and D and using your own knowledge.

- (d) How useful are Sources B, E and F to an understanding of the causes and events of the Civil War? [32]

In your answer you are advised to analyse and evaluate the content and authorship of these sources and to use your own knowledge.