



GCE AS/A level

1232/02

HISTORY – HY2

UNIT 2

IN-DEPTH STUDY 2

REBELLION AND REPUBLIC, c. 1629-1660

P.M. MONDAY, 23 January 2012

1 ½ hours

ADDITIONAL MATERIALS

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

INSTRUCTIONS TO CANDIDATES

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

‘When Judge Weston came to speak of ship money, the audience, which had before paid little attention, did then listen very carefully, and after the declaration was made I did see a kind of dejection in their very looks. Some held that the declaration the judges had made was fully to the point and by that the King had full right to impose it, and all concluded that if a Kingdom were in jeopardy it ought not to be lost for want of money. I disagree with this unjust ruling.’

[Sir Roger Twysden, a senior Court judge who opposed Divine Right, commenting on the court judgement against John Hampden in his personal diary (1638)]

Source B

‘During the early sessions of the Long Parliament, opposition to the King’s policies was orchestrated by John Pym who focused his criticism upon the King’s advisers rather than the King himself. At Pym’s instigation, the Earl of Strafford and Archbishop Laud were denounced as “evil councillors” and impeached within weeks of the Long Parliament first assembling.’

[David Plant, an academic historian and specialist in seventeenth-century history, writing for a website focussed on the English Civil War (2011)]

Source C

‘Are we to sit idly by whilst the King ignores the decisions of this House? The King is the real enemy, not his unworthy councillors. We must be prepared to remove him, for to delay would put Parliament in danger and all who sit within it. The country is in peril and I seek your support to act in the interests of those whom we represent: the people.’

[John Pym, a leading radical MP in the Long Parliament, writing in a private letter to a fellow radical MP, Sir Henry Vane (December 1640)]

Source D

‘In 1641, the native Catholic population of Ulster rose up in armed rebellion against the Protestant landowners. A great deal of violence followed. Both Catholics and Protestants massacred their opponents. The Irish Rebellion heightened King Charles’ political crisis in England by raising the politically explosive issue of who should control the army.’

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

Source E

‘Parliament is and has ever been the place where the rights, laws and liberties of the people of this nation have been protected from tyrants and evil-doers. To close this noble assembly will lead to the destruction of true government, for without it this kingdom will descend into chaos.’

[Robert Rich, Earl of Warwick, a leading member of the House of Lords, in a parliamentary speech opposing the dissolution of the Short Parliament (1640)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term “the Long Parliament”. [4]
- (b) Study Sources C and E. Use these sources **and your own knowledge** to explain the importance of the role of Parliament. [8]
- (c) Study Sources A and D. How reliable are Sources A and D in explaining the problems facing Charles I? [16]
- (d) Study Sources B and C. How far does Source C support or contradict the interpretation of John Pym given in Source B? [20]
- (e) How useful are these sources to an understanding of the causes and events of the Civil War? [32]

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

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

Source A

‘Truly I desire the people’s liberty and freedom as much as anybody, but I must tell you that their liberty and freedom is best served by having a government that guarantees those laws by which their lives and their goods may be protected. The people need not have a share in that government to earn that protection.’

[Charles I, in his speech from the scaffold before his execution (1649)]

Source B

‘Except for a few rotten apples, the majority of troops serving under royalist commanders were well disciplined, well behaved and well organized. They made every effort to win the hearts and minds of people who found their towns to be in the path of the advancing royal army. In most towns and cities, the cavaliers were greeted in fear but left with a cheer.’

[Christopher Hill, an academic historian and specialist in political history, writing in a general textbook, *The Century of Revolution* (1961)]

Source C

‘The King’s word could not be trusted. Charles had no intention of governing by the will and consent of the people nor of protecting their rights and liberties. His primary aim was the protection of the Crown and its privileges. The regicide was a necessary step to establishing a government that would at least attempt to represent the interests and aspirations of the people.’

[G.E. Aylmer, an academic historian and specialist in political history, writing in a specialist textbook, *The Levellers and the English Revolution* (1973)]

Source D

‘The soldiers employed in His Majesty’s service are to be condemned, for they rape, pillage and destroy all that lies within their path. The officers especially detest the ordinary people whom they hold in less regard than they would a beast in the fields. I, who once spoke in defence of the King, now oppose him.’

[Eustace Whitney, a landowner and formerly sheriff of Radnorshire, writing in a private letter to his friend William Beavans, a pro-royalist landowner in Pembrokeshire (1644)]

Source E

‘His Majesty does not lie: it is his enemies who lie. The King is a servant of God, he is an honourable man who seeks only to do good. If the King has done harm, he has done so unwillingly and only in response to the pressure of dishonourable men who sit in the Commons. Parliament is the real enemy of liberty and freedom, not the King.’

[Sir Thomas Wentworth, Earl of Strafford, formerly the King’s chief minister, in his speech from the scaffold before his execution (1641)]

- (a) Study Source B. Use the source **and your own knowledge** to explain the meaning of the term “cavaliers”. [4]
- (b) Study Sources A and C. Use these sources **and your own knowledge** to explain the significance of the role of government in this period. [8]
- (c) Study Sources B and D. How reliable are Sources B and D in explaining the conduct of royalist soldiers in the war? [16]
- (d) Study Sources C and E. How far does Source E support or contradict the interpretation of Charles I 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.)