

Past-paper walk-through

The English Civil War and the Glorious Revolution ■ 3.2

eXercise

Questions in this set

- 2025 Set 2 Q2
- 2023 Set 2 Q2

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 2

2025 Set 2 ■ Q2

4 “The Missionary Soldier,” French Protestant Cartoon, 1686 Bridgeman Images
Respond to parts A, B, and C.

- (a) Describe a likely purpose of the cartoon.
- (b) Describe a relevant religious context for the cartoon.
- (c) Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

Question 2

A new missionary sent out across the kingdom by order of Louis XIV to lead heretics to the Catholic faith.



Question 2



Bridgeman Images

Solution 2

(a)

Mark scheme

- Describe a likely purpose of the cartoon. (1 point) — accept any: To show how Protestants were being persecuted by the Catholic government in France.; To argue that forced conversion of Protestants to Catholicism was wrong.; To attack Louis XIV's religious policies that persecuted Protestants.; To warn French Protestants about the actions of Louis XIV.; To show religious intolerance and/or inequality in France.

Solution 2

(b)

Mark scheme

- Describe a relevant religious context for the cartoon. (1 point) — accept any: Hostilities between Catholics and Protestants continued even after the end of the Wars of Religion in France.; France had a large Protestant minority as a result of the Edict of Nantes.; France was a majority Catholic country with a Catholic monarchy.; Most European monarchs considered it their right to promote an official national church.; Consequences of the revocation of the Edict of Nantes on France.

Solution 2

(c) Mark scheme

- Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon. (1 point) — accept any: Louis XIV sought to strengthen and centralize the French monarchy and saw Protestants as a threat to his absolute rule over France.; The theory of absolutism and divine right of kings, which flourished under Louis XIV, held that the king had the right to govern his subjects' religious affairs.; Louis XIV was engaged in a series of wars with Protestant powers [e.g., England, the Netherlands] and saw French Protestants as potentially disloyal, and this led him to oppress the Huguenots through forced conversion or exile.

Question 2

2023 Set 2 ■ Q2

“Among all the powers that are given by God the kingly power is most high, strong, and large. . . . No power in the world or in the hierarchy of the church can lay restraint upon that supreme [power]. . . . Now to this high, large, and most restraining power of kings, not only nature, but even God himself gives from heaven most full and ample testimony, and that this power is not merely human but superhuman and indeed no less than a power divine. . . . That supreme power, therefore, which resides in earthly [rulers] is not a . . . collection of human power scattered among many and gathered into one head, but a participation of God's own unlimited power, which he never did [confer on the] multitudes of men in the world, but only and immediately on his own vice-regents [kings]. All [royal wishes] are, and ought to be, to all loyal subjects, in the nature and force of a command.” Source: Reverend Roger Mainwaring, sermon, England, 1627

Question 2

Using the excerpt, respond to parts a, b, and c.

- (a)** Describe one argument made in the passage.
- (b)** Describe one relevant context in which the sermon was delivered.
- (c)** Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.

Solution 2

(a)

Mark scheme

- Describe one argument made in the passage. (1 point) — accept any: The king has the greatest power.; The king's authority comes from God.; The power of the king is superhuman and divine.; The wishes of the king should be treated as commands.; The power of the king does not come from the people he rules.

Solution 2

(b)

Mark scheme

- Describe one relevant context in which the sermon was delivered. (1 point) — accept any: The development of new monarchies/more centralized states.; The emergence of absolutist theories of monarchy.; Religious conflicts between Catholics and Protestants and between Protestant sects.; Disputes in England between the Crown and Parliament.; Attempts by the Stuart monarchy to consolidate power.; The Church of England had the monarch at its head.

Solution 2

(c)

Mark scheme

- Explain one way in which views such as those expressed in the passage were challenged later in the 1600s. (1 point) — accept any: Emergence of ideas of popular sovereignty during the early Enlightenment (John Locke) led political thinkers to challenge the notion of the power of monarchy.; During the early Enlightenment some scientists and intellectuals became more critical of monarchical absolutism.; The English Civil War overthrew the monarchy and executed the king.; The Glorious Revolution overthrew the existing monarchy and established parliamentary supremacy.