

A-level
HISTORY
7042/2E

Component 2E The English Revolution, 1625–1660

Mark scheme

June 2022

Version: 1.0 Final



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, assess the value of these three sources to an historian studying the radical sects of the 1650s.

[30 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- 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.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the provenance can be seen as valuable as an example of the kind of literature produced at the time that shaped perceptions of the Ranters as a movement and as a threat. Some may comment on this as part of the press of the time that used such narratives to sell pamphlets but in doing so created a popular view of the Ranters
- the provenance may be commented on in relation to 1650 being the heart of the fear of the Ranters and such pamphlets underpinning the introduction of the Blasphemy Act by the Rump Parliament in 1650. Some may also comment on the wording of the title of the pamphlet, designed like a headline, to indicate the slant of the author and what the reader could expect
- the tone can be referenced to support the negative portrayal of the Ranters, with isolation of key pejorative phrases such as ‘mad’
- the emphasis on moral condemnation was designed to fit with the prejudices of the conservative Political Nation but at the same time engage a readership eager for salacious details. This was brought out more with references to the lower-class nature of the Ranters with reference to ‘brutish’ and their gathering in Shoemakers’ Alley.

Content and argument

- reference can be made to the Ranters as a new phenomenon and linked in the minds of the Political Nation to the undermining of the Great Chain of Being by the recent regicide
- the emphasis on the immorality of the Ranters was key to why they were seen as a threat to the order but some may also comment on this portrayal as being deliberately overblown as part of a smear campaign but also as a means to sell more copies of the pamphlet
- Abiezer Coppe was regarded as one of the ringleaders of the Ranters and reference can be made to a number of his pamphlets
- the retort to the soldier could be read as an attack on the army as it was their overthrowing of the established order that allowed groups, such as the Ranters, to emerge which they now had to try to control.

Source B: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- provenance can be commented on in relation to a pamphlet by the leading Muggletonian, alongside Ludowick Muggleton, and thus projecting their message directly to the audience they wanted to reach
- the provenance can also be used to make a comment on the stress the Muggletonians, particularly Reeve and Muggletonian, placed on them being messengers for Jesus in preparation for his second coming amid general millenarian expectations in 1654
- the tone is shaped to reinforce Reeve as a messenger of Christ and, with Muggleton, being a vehicle for his message
- the emphasis within the source, linked to, tone and language used, is that the message of the Muggletonians was direct from Christ.

Content and argument

- that the Muggletonians were precursors for Christ's second coming – comment can be made on this in relation to developed millenarianism in the period following the regicide and the development of other movements like the Fifth Monarchists that can be referenced
- the reference to where they could be met and the overall argument that there was a message for those who were the elect could be seen as part of the Muggletonians constructing support and this pamphlet was part of a campaign of publicity by Reeve and Muggleton. Some may set the Muggletonians in the context of other radical sects that were actually good publicists but their numbers were relatively small
- the reference to meeting at Bow Lane may be seen by some as a reflection of the Muggletonians, as other radical groups, being centred on those outside of the gentry class but also predominantly a London or urban phenomenon
- comment could be made on the problem the Muggletonians found with their argument that Christ would appear to maintain momentum and, as a result, they had to reshape their message about the timing of the second coming.

Source C: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- the provenance as a memoir, a personal experience, can be seen as reflecting Quaker pamphlets on their conversion journey as a means to attract others as the purpose of the document
- the provenance may also be commented on in relation to the prominence of women in the Quaker movement of all the radical sects and the date as a high point in Quaker agitation linked to a conservative reaction, the Quaker fear
- one audience for the pamphlet is other Quakers, as well as potential Quakers, but another was also in the threat to the Political Nation, but also the army and political leadership in 1659 as they struggled to set up a stable government. These audiences could also be linked to the tone of appeal to the widespread millenarian expectations which were reaching another highpoint in 1659 amid the economic, social and political instability as well as the approach of 1660 which some interpreted as an important millenarian date. In this, the memoirs would appeal to some but also threaten others
- the tone may be addressed in relation to the threat to the ruling elite and the open aggression of the Quaker movement before 1660 and the post-1660 rewriting of the movement when Fox emerged from Nayler's shadow as the clear leader of the Quakers. Elements of the tone can also be seen as defensive, responding to those who have attacked the Quakers.

Content and argument

- the attack on the ruling elite could be seen in the context of the Quakers, in 1659, looking to shape a political settlement with some reference to Lambert's links with the movement
- Quakers, as other radical sects, set their political message in a clear religious tone, reinforcing the fundamental links of ideas about religion and the state and that political leadership should be seen as godly. This could be linked to the number of radical sects all having competing claims on their representation of God
- argument of change in political leadership could be seen as reflective of contemporary concerns at the 'world turned upside down'
- the Quakers were arguing, like other radical sects, that they were the godly and acting in God's name as a justification for their actions.

Section B

- 0 2** To what extent was conflict over religion the main cause of tension between the Crown and Political Nation in the years 1625 to 1629?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 conflict over religion was the main cause of tension between the Crown and Political Nation in the years 1625 to 1629 might include:

- there was religious tension between Crown and Parliament in 1625 over Montagu's Appello Caesarum
- Charles' promotion of Laud to preach to Parliament in 1626 and to be Bishop of London in 1628 concerned the more Puritan members of the Political Nation at the increasing influence of Arminians in Charles' Church
- the failure of the 1626 York House Conference, despite Buckingham's attempt to mediate with the Puritan Earl of Warwick, created concern among the Political Nation
- some in the Political Nation put Charles' foreign policy in the context of his favour to Arminians and saw this as part of the threat of Catholicism and absolutism posed by Charles I
- the emergence of Henrietta Maria and the reshaping of Charles' court was seen as part of the conflict over the direction of the Church by some in the Political Nation.

Arguments challenging the view that conflict over religion was the main cause of tension between the Crown and Political Nation in the years 1625 to 1629 might include:

- the tension between Crown and Parliament over Montagu, in 1625, escalated due to Charles' provocative promotion of Montagu in the face of Parliament's calls for impeachment – but this was due more to the constitutional implications of Charles' actions rather than the religious dimension of Montagu's Arminianism
- Buckingham, as favourite and Lord High Admiral, was seen as a source of conflict between the Crown and Political Nation throughout the period but especially in the context of the failure at La Rochelle
- Charles' use of the Forced Loan as a test of political loyalty was seen as deliberately provocative by many in the Political Nation
- the direction and failure of Charles' foreign policy was a source of tension between Crown and Political Nation
- the radicalism of a minority in the Political Nation, illustrated by the Five Knights' Case, the Petition of Right and Three Resolutions.

The years 1625 to 1629 witnessed a rapid deterioration in the relationship between Charles and the Political Nation, as represented in the Parliaments of the period. Religion was a source of tension throughout the period given the divisions in early modern period but Charles' favour to Arminianism heightened religion as a point of conflict. The main source of conflict was, however, Charles' style of rule as in a time of Personal Monarchy. His provocative approach and insecure determination to impose his prerogative escalated issues like religion, foreign policy and finance into more serious constitutional conflict. Some may point out that despite the deterioration in the relationship between Crown and Parliament there was no fundamental breakdown in 1629.

0 3 'In the years 1633 to 1639 Wentworth strengthened the authority of the English Crown in Ireland.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
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- 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 1639 Wentworth strengthened the authority of the English Crown in Ireland might include:

- Wentworth successfully managed the divisions between the different groups in Ireland, the Irish Catholics, the Catholic Old English, the Protestant New England and the Presbyterian Scots to heighten Charles' authority above them
- Wentworth managed Ireland to increase its financial contribution to the finances of the English Crown through the use of a new Book of Rates, a fine on the City of London in relation to Londonderry and securing subsidies from the Irish parliament
- Wentworth strengthened Crown administration by his use of ministers such as Radcliffe, Mainwaring and Wandsworth
- Wentworth began reshaping the Church in Ireland in line with Charles' Arminian agenda through the use of John Bramhall, his personal chaplain and Bishop of Derry. Wentworth was also in communication with Laud in London to aid his implementation of royal religious policy in Ireland. Crown authority was enforced through an Irish Convocation and a Court of High Commission
- Wentworth extended plantation into Connacht, including the Old English county of Galway and personally attended meetings to establish the Crown's right to disputed lands.

Arguments challenging the view that in the years 1633 to 1639 Wentworth strengthened the authority of the English Crown in Ireland might include:

- Wentworth's management of the different factions in Ireland was only a short-term success and over time drew the Irish Catholic and Catholic Old English more firmly together against what they saw as an increasing threat to their position, ultimately leading to the Irish Rebellion
- the attack on land rights to strengthen the position of the Church in Ireland alienated the New English in particular as the group who had benefited most from the Reformation
- personal attacks on two of the leading New English, the Earl of Cork and Lord Mountnorris, alienated those who should have been key supporters of the Crown in Ireland
- the imposition of Laudianism generally alienated the Protestants in Ireland who regarded it as a form of Catholicism
- Wentworth antagonised the Old English elite and Irish Catholics by not confirming by parliamentary statute, the 'Graces'.

In the short-term, Wentworth strengthened the authority of the English Crown in Ireland. This was especially the case with regard to securing finances through Customs income and from parliamentary subsidies. However, in managing the different factions in Ireland, Wentworth succeeded in alienating all of them and thus undermining Crown authority. This was particularly damaging with regard to the natural supporters of the Crown, the New English.

0 4 'Cromwell failed to achieve his aims as Lord Protector in the years 1653 to 1658.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
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- L2:** The answer is 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/factors supporting the view that Cromwell failed to achieve his aims as Lord Protector in the years 1653 to 1658 might include:

- Cromwell failed to create a working relationship with either of the Protectorate Parliaments and this led to the dissolution of 1655 and the consideration of the Humble Petition and Advice in 1657
- Cromwell's Major-Generals failed to secure a godly reformation and led to a conservative reaction in the September 1656 elections
- the Naylor Crisis brought to the fore the limits of the religious settlement under Cromwell and other radicals, such as Biddle or the Fifth Monarchists, further illustrate the religious tensions under Cromwell
- the political instability in the years 1658 to 1660 after Cromwell's death could be seen as a result of Cromwell's failure to embed political stability.

Arguments/factors challenging the view that Cromwell failed to achieve his aims as Lord Protector in the years 1653 to 1658 might include:

- Cromwell was able to rule as Lord Protector until his death without any real serious threats to his authority from royalists, foreign powers or radical groups and this fulfilled his aim of serving as a ruler for God
- the Cromwellian Church and system of Triers and Ejectors allowed a broader toleration of religious groups than ever before and there were few examples of direct opposition to the Cromwellian religious settlement
- Cromwell was able to maintain the authority of the New Model in both Ireland and Scotland
- the acceptance of the Humble Petition and Advice by Parliament and the New Model Army had enabled Cromwell to reposition his Protectorate more in line with a possible settlement with more of the Political Nation.

Cromwell failed in his ultimate aim, which was a vision of a godly reformed nation, as he had to work with, and through, many who did not share this aim. Part of the reason for his failure was his own contradictory impulses, between his religious radicalism and his political conservatism. His aim of 'healing and settling' was undermined by his other impulse for religious reformation. This tension brought instability to his regime and can be seen in his use and disposal of the Nominated Assembly, the Major Generals or in his consideration of the offer of the Crown. Some may therefore comment on Cromwell from 1656 focusing more on his conservative political aims in alliance with the 'civilian Cromwellians'. Cromwell's failure could be seen, however, in the context of the problems he faced, which included a fractured nation and the alienation of the moderate Political Nation after a civil war and regicide. Some could therefore balance this against the real achievements of his rule in the context of the situation he faced in 1653 by referencing the broad toleration of these years, the successes in foreign policy and his maintenance of power.