



A LEVEL HISTORY

7042/2E: The English Revolution, 1625-1660
Report on the Examination

7042
June 2022

Version: 1.0

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General

The majority of students were able to produce answers directed to the questions with a selection of good illustrative examples. There were very few unfinished scripts indicating that most students were able to manage the timed conditions of the examination. For question 1 most students were able to structure answers that focused on analysis of the sources linked to their knowledge of the sects of the 1650s. Across all four questions those students who structured a response in a clear way, by source, or by theme or chronological overview for the essays were able to produce clearer answers. Where it was used, historiographical references were noted and appreciated, but there is no requirement for such references in the AQA specification. The most popular of the essays in terms of number of student responses was question 2 on the period 1625-29, followed by question 3 on Wentworth.

Question 1

Students clearly knew a lot about the religious radical sects of the 1650s, especially the Ranters (Source A) and the Quakers (Source C). There was even impressive reference in a number of responses to the arguments of historians with regard to the actual existence of the Ranters as a group that should be recognised by historians, as such, or seen more as an invention of the ‘yellow press’ of the period. Many such answers, but also others who did not have this historiographic context, were able to comment on Source A as an example of the conservative press attack launched on radical groups in 1649-51 in light of the Rump’s own Blasphemy Act of 1650. For all three sources students with stronger responses considered provenance as part of provenance directly. Another feature of the stronger responses was the linking of tone or specific examples from the language of each source to the provenance of the source. In general use of provenance including author, form, date, audiences and purpose were more noticeable in the strongest responses. With regard to the language of all three sources students made good use of the comment on this to explain the messages of the three sources but also some of the ideas of these three radical sects. With regard to Source C from a Quaker memoir there were some excellent references to the Naylor Crisis and the Quaker fear of 1659-60 to set it in context as well as the issue of gender in relation to the radical sects.

Question 2

There were unfortunately a number of students who failed to cover the range of the period of this question, ending their essays in 1627. Those who did cover the whole period normally adapted a sound thematic approach centred around religion, finance, foreign policy, Buckingham and parliamentary radicalism. Stronger responses linked these through Charles’ style of kingship. Some were able to reference his use of the Forced Loan (1626), for example, as not just a financial policy but a method to expose political opponents. With regard to religion stronger responses linked this to more specific evidence from the period rather than general statements about Henrietta-Maria or Charles’ support for Arminianism. In such answers religion was illustrated by reference to Montagu, the York House Conference and the promotion of Laud to the bishopric of London. In considering Montagu some were able to emphasise how Charles’ response to calls for Montagu’s impeachment by promoting him to royal chaplain escalated the concerns to a constitutional level. Another feature of stronger responses was setting parliamentary radicalism around the Petition of Right (1628) and Three Resolutions (1629) in the context of the fear of popery or the Puritanism of those who promoted parliamentary privilege as a defence to Charles’ aggressive use of his prerogative and duplicity.

Question 3

There were few weak responses to this question. The vast majority of those who attempted to answer this question were able to outline themes that shaped Wentworth's approach to strengthening the authority of the crown in Ireland, namely, finance, the elites, religion and parliament. The stronger responses also were able to provide detail to illustrate these themes. Some were able to reference those who acted as Wentworth's agents in Ireland or the role of Bramhall in the church. In making a judgement valid reference was made by some to the 1641 rebellion (although there were many excellent answers which did not make such a reference as it was beyond the chronology of the question) or the problems in Ireland raised by the collapse of Charles' authority from 1637 in his other kingdoms.

Question 4

Most students took a chronological approach in structuring their responses to this question. Better answers had an outline of Cromwell's aims to set this up, focusing on 'healing and settling' and godly reformation. In a number of responses students referenced Worden's description of Cromwell's contradictory impulses, his 'ideological schizophrenia', to explain the problems he had in achieving these two aims and the fluctuations in his approach over the five years of the Protectorate. In linking Cromwell's aims to policies to assessing his achievement most essays included references to the Instrument of Government, the Protectorate Parliaments, the Major-Generals, the Decimation Tax, the Nayler Crisis and kingship in the context of the Humble Petition and Advice. Some were able to outline the different factions with the Cromwellian alliance and commented on these as a reflection of Cromwell's own different aims but also as a source of instability after 1656.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.