



A-LEVEL HISTORY

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

7042/2E
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General Comments

Some of the best answers to this year's paper showed an extremely sound understanding of the period covered by the questions and were able to deploy context appropriately for a depth paper. For Question 1 some students found dealing with the different elements of provenance, content and context problematic. In particular better responses had more selected context to develop comment on the value of the sources. More attempted question 2 and 3 as their essays rather than question 4 on Cromwell as Lord Protector, but there was a good spread of responses across all three essay questions.

Question 1

The majority of students were able to isolate the main arguments of each source and assess the value of the sources with reference to provenance, tone and context. The best responses were able to combine these elements, showing an appreciation, for example, of how the provenance of the source shaped the tone and argument in the source. Students who considered provenance as broadly as possible, author, form, date and audience tended to produce stronger responses, especially when linked to precise use of content and context. Better responses also deployed more precise context linked to the content and the provenance of the source. For example, in relation to Source A there was some excellent contextual knowledge for the importance of Ireton and how his position was central to the politics of the New Model Army with many students referencing his key role in writing the Heads of the Proposals and Charles' failure to negotiate at this point and signing the Engagement to start a second civil war as a key part of shaping the Remonstrance. There were many good responses that appreciated the multiple purposes of Lilburne's argument in Source B and some excellent comment on the title and tone of Source C as reflective of the purpose of the author.

Question 2

There were many strong responses to this question. These centred their answers around a balance between assessing examples of opposition to religious reforms in England and also the limiting factors to opposing Charles I in England. Some did use information from Scotland and Ireland well when it was directly shaped to make substantive comment about the nature of opposition in England. Some also made good use of ideas about the broader Puritan network and thus could make valid comment on Hampden's Case as part of broader opposition to the regime as part of a response to Charles' imposition of Laudianism. Key examples of opposition many students used included, St Gregory's Case, Bishop John Williams, Puritan pamphleteers, Providence Island Company, iconoclasm, the Root and Branch petition and emigration. The strongest responses were able to assess the limits of opposition in England to the nature of Puritanism, the conservatism of the political nation, the crown's means of control and the passive acceptance by the bulk of the population of Laudianism as a less demanding form of religion than Puritan conceptions of Calvinism.

Question 3

There were a number of strong responses to this question and these normally included a good balance between how Charles' position was stronger but also the problems he still faced. The strongest responses centred their answers around the development of constitutional royalism as a

reactive process to the parliamentary radicalism symbolised by Pym. In illustrating this process most students touched upon the following areas, the Root and Branch Petition, the failure of bridging appointments, the Irish rebellion, the Militia Bill and the Grand Remonstrance. Many made good comment on the Five Members' coup and the Exclusion Bill. There was also good comment on control of London and the financial positions of Charles and Parliament. Some included a valid consideration of the first stages of the war in 1642, normally linked to the initial strengths of the military resources Charles I could call upon.

Question 4

Most students focused on the Protectorate but there were some that considered Cromwell more broadly and wrote too much before Cromwell became Lord Protector. Strong answers gave a good illustration of religious issues but were able to balance this with other factors, such as the constitutional settlement, the Western Design or the problem with finances. Many rooted their answer in relation to Cromwell as an 'ideological schizophrenic' and the tensions between his relative religious radicalism and his political conservatism. Central to many answers, as illustrative examples, were the nature of the Instrument of Government, the Major Generals, the Nayler Crisis and the offer of the crown.

Mark Ranges and Award of Grades

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