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AS

# HISTORY

2E: The English Revolution, 1625–1660  
Report on the Examination

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7041/2E  
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## General

There were more structured responses to the source question that directly focused on provenance and tone than in previous years. A key area for further development is the making of links as part of comment between the elements of the source. With regard to essays those who had a sound grasp of precise details across the specification were clearly better placed to deploy this effectively as illustrative examples as part of a focused answer to the specific questions.

### 01

Structured responses that took each source in turn and worked through content, provenance and tone provided clear focused evaluations of the sources. The strongest made clear links between provenance, tone and content and were therefore able to have more in-depth evaluation. Those who also considered purpose as part of provenance were able to have a further developed evaluation. Students could easily outline Charles' purpose with A in justifying his call for the Forced Loan and B as a criticism of the Forced Loan. The other feature of stronger responses was the specific use of precise content and developed comment on provenance, especially with regard to source B.

### 02

There were some excellent considerations of the nature of Puritanism at the heart of essays for this question. In being able to appreciate the broad nature of Puritans in the period and their definition in reaction to Charles' imposition of Arminianism, students were able to have a range and balance as part of their assessment of how Puritans did and did not pose a threat to the authority of Charles I. In considering this many students outlined the 'beauty of holiness' and why Puritans would react to this. Part of this was also an appreciation that it was the imposition rather than the policies themselves that created more opposition. Examples of Puritan opposition were naturally central to strong responses. Examples such as St Gregory's Case, even Hampden's Case or the punishment of Prynne, Burton, Bastwick and Lilburne were regular features of responses. Some also referenced Bishop Williams. Many also used the Scottish Rebellion as an example that they commented on as the main threat to Charles in the period. What marked out answers that had more conceptual grasp were those which touched upon the difference between underlying discontent and overt opposition, or differing forms of opposition. This was one through Puritan emigration and networks such as the Providence Island Company.

### 03

As an essay on the causes of the civil war this proved more popular than 02. Some went beyond the specified time period in the question, usually at most back to 1637. This was valid as long as it was done directly to set up the process of the breakdown leading to civil war but the strongest answers naturally focused on the period 1641 to 1642. Within this most appreciated the importance of the October 1641 Irish Rebellion prompting an acceleration of the tension in Parliament as a response from MPs involved an armed force was required. Here strong responses showed an appreciation of the process from the Militia Bill, Grand Remonstrance, Five Members' coup and the Militia Ordinance in the development of two sides necessary for civil war. As usual the strongest responses had sustained directed focus on the specific wording of the question, specifically, the idea of Charles I being in a strong position. Some were able to do this through the concept of constitutional royalism, the reactive process to parliamentary radicalism and such issues as the Root and Branch Petition, the Grand Remonstrance or the role of 'king' Pym in general.

### **Mark Ranges and Award of Grades**

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