

A-level **History**

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

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General Comments

There was clearly some evidence of a taught approach in many cases to the sources with directed paragraphs on provenance, tone and content. Better examples integrated comment on provenance, tone and content with direct links to selective context. With regard to the essays while students showed a good overview grasp of the periods in question it was clear that some needed more detail of each period and a stronger grasp of key concepts. The balance present in the majority of essays was very encouraging and the vast majority of students' time management across the 3 questions they had to answer was sound.

Question 1/extracts – regicide

Students were able to appreciate the different positions of the three sources and the majority made some comment on provenance. In the cases of all three sources there was, in many cases, scope for development of comment on provenance. This was particularly the case with comment on the intended audience for the extracts or purpose. Tone was the most notable area that students could develop further by linking it directly to phrases from the content and elements of provenance. In terms of source A some students linked the charges directly to their production by key officers in the army, notably Ireton and Harrison. Many were able to link the sources to Pride's Purge were set up the trial. Some found the provenance of source B more difficult because of its claim to represent the monarch. It was very encouraging to see some students reference Milton's work as comment on this source. With source C it was also encouraging to see most comment well on the position of Clarendon as a constitutional royalist. In some cases students clearly were less sure of their contextual knowledge for the trial and regicide and while much of the focus of answers should make use of the sources they will always need to be linked to selected precise context.

Q2 – essay – parliamentary radicalism 1625-1629

The majority of students chose to respond to this question and most were able to produce credible arguments. Many chose to focus on parliamentary radicalism first and ably illustrated it through reference to tonnage and poundage, Petition of Right or Three Resolutions. A range of factors as the cause of the deterioration in the relationship, specifically, finance, foreign policy and favourites were, in most cases, linked to parliamentary radicalism. Religion tended to be the factor that fewer students touched upon. It was typically those who were able to show the links between the factors that produced stronger responses. Another feature of the stronger responses was an understanding of the reactive relationship between Crown and Parliament as key to the deterioration over time and within this the central role of Charles's style of rule in antagonising Parliament. Some used Charles's appointment of Montagu as royal chaplain in response to parliamentary calls for the Arminian clerics impeachment as an example of how Charles escalated an essentially religious issue in to a constitutional one.

Q3 – essay – Puritan threat to Charles' authority

The majority of students legitimately focused on the Presbyterian Scottish Rebellion of 1637 to 1640 as key example of the most serious threat to Charles's authority. Most ably outlined why Laudianism was seen as an issue for Puritans before giving examples of Puritan opposition in England, mostly focusing on St Gregory's Case, Puritan pamphleteers or the Root and Branch Petition. Stronger responses commented on emigration and the Providence Island Company. This was used to develop comment on the extent of the actual threat to Charles's authority, especially

before English opposition could link to the Scottish Rebellion. Others were awarded for linking religious opposition to other forms of opposition when they showed their direct interrelation.

Q4 – essay - Restoration

Most students could provide a reasonable overview of most of the relevant themes that contributed to the Restoration from 1658. Most were able to make some comment on Charles Stuart, the role of Monck, or the internal political instability of the Interregnum regimes after Cromwell's death as what they saw as the main factors. Fewer students were confident with the impact of economic problems or the Quaker fear. Stronger responses linked these factors together, for example, how Monck's reaction to the Quaker threat was linked to his animosity to Lambert. Stronger responses were able to set all of these factors as leading to a growing conservative reaction and the further development of constitutional royalism to include even more of the Political Nation in response to the apparent anarchy of the years 1659-60. Key in illustrating the passive role of Charles Stuart were references to the role of Clarendon and the political propaganda of his Declaration of Breda to manipulate the growing conservative reaction. In general students found dealing with the internal political instability and the various regimes and role of the different factions of the New Model Army in this period difficult.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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