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# History

7041/2E

Report on the Examination

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June 2017

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## General comments

There were very few incomplete papers and, in general, the majority of students showed a good knowledge of the period by referencing appropriate illustrative context. Stronger responses were marked by the clarity and structure of their arguments. Essays set up by a strong introduction were indicative of a real grasp of the specific question being asked and were normally followed by focused and more analytical responses.

### Question 1/extracts – Impeachment of William Laud

Clear evidence of a more 'taught' approach in the structure and language deployed in some scripts, specifically in the way some addressed provenance and tone in distinct paragraphs or used set phrases to link assessment to 'own knowledge'. The majority were able to contrast the sources well given their clearly distinct provenance. Stronger responses were distinguished by the development of comment on provenance and tone with direct links made between the two or to selected context. With regard to provenance more direct use could have been made of comparison of purpose of the sources, particularly of source B as part of the impeachment proceedings against Laud. Linking of comment on tone to precise use of content with some links to context would further develop some responses.

### Question 2 – 'The deterioration of relations between Crown and Parliament, in the years 1625 to 1629, was due to Charles I'.

The majority of students chose to respond to this question and most were able to produce credible arguments. Many chose to focus on a range of factors as the cause of the deterioration in the relationship, specifically, finance, foreign policy and favourites. As part of thematic approaches fewer students addressed with good support the issue of religion in the period. It was typically those who were able to show the links between the factors that produced stronger responses. Another feature of stronger responses was a grasp of the chronology of the period and deterioration as part of a process over time involving both parties. In this sense the very best responses were able to focus on Charles's role in relation to these factors, specifically that his style of kingship made the pressures from these major policies areas more acute. A key example used for this was his escalation of the dispute over the proposed impeachment of Montagu in to a bigger constitutional issue due to the nature of his reaction. There were some strong responses that unfortunately did not go beyond 1627 and therefore did not address the role of parliamentary radicalism, specifically linked to the Petition of Right and the Three Resolutions.

### Question 3 – 'It was events in Ireland in October 1641 that led to the outbreak of civil war in England in August 1642'.

The stronger responses did focus their argument on the consequences of the Irish Rebellion and did so through to August 1642. In doing so many appreciated how the Irish Rebellion, through forcing the question of the Militia, accelerated and forced division in parliament and thereby created the two sides necessary for civil war in England. Some were able to set this in the context of the reactive process of Constitutional Royalism that was at the heart of the development of the royalist party. Understanding of the chronology of the breakdown from October 1641 to March 1642 lay at the heart of strong responses with appropriate focus on the Militia Bill, Grand Remonstrance, 5 Members Coup and Militia Ordinance. Some then went on to show an appreciation of the actions of religious radicals in the period after March 1642 in turning the division in to actual conflict.

### **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.