

A-level
HISTORY
7042/2E

Component 2E The English Revolution, 1625-1660

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- | | |
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- With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the threat posed by the Levellers in the years 1649 to 1650.

[30 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- provenance can be seen as valuable as John Lilburne was a well-known leading figure in the Leveller movement and would clearly write from his and the movement's perspective and in this specific case in the context of their imprisonment in the Tower although this can also be balanced as too weighted in favour of the Levellers
- provenance is useful as it is written in April 1649 in the context of the Rump Parliament moving against the Levellers in the run up to the use of troops to crush the Burford mutiny in 1649. The Levellers had attacked the army and Rump in print for the failure to bring about reform
- the pamphlet was smuggled out of the Tower with the purpose of encouraging the Leveller movement and spread a wider message against the Rump
- the tone and emphasis are essentially defensive, a response to charges against the movement and thereby suggesting the current imprisonment of Lilburne is not justified. The tone is shaped to suggest that the movement has been misrepresented and both can be used to comment on the value of the source as an attempt by the Levellers to counter the idea of the threat their movement and ideas posed. This may be specifically referenced in the context of their petitioning at the time and continued focus on their Agreement of the People as an attempt at settlement.

Content and argument

- the Levellers directly counter the argument about 'Levelling' which had led to the derogatory term by which the movement became known. They also counter the argument about their allegiance which, in 1648 and 1649, had been highlighted by the different strands in the movement considering different approaches to settlement
- the ideas of the Levellers have been portrayed as leading to anarchy but the Levellers argued that while they wanted a reduction of government this was to reform it to a better system
- their ideas on government have been portrayed in an extreme fashion to suggest that they would remove government but they were actually arguing for government, if reduced
- misrepresented generally, as can be seen in pamphlets produced attacking the Levellers, and as a result, the source has more of a negative view of the movement.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- a petition from the Levellers, and specifically the women of the movement, would be seen as a threat in a misogynist and patriarchal society
- presented to Parliament to appeal their case to MPs but also to the wider audience outside of Parliament, predominantly in London
- presented in May 1649 in the context of the attempts by the Rump and New Model army to crush the Leveller movement
- tone is one of rhetorical appeal to the justness for rights for women, with emphasis on the natural reasoning behind such calls for equality. Produced in the context of the imprisonment of the male leading Levellers it was designed to reinforce the breath of the movement.

Content and argument

- argues for the right as women to petition Parliament from Scripture and natural freedoms/rights
- supports their argument of their legal case for equal rights with reference to the Petition of Right of 1628
- justifies their right to petition and act in the context of the threats they are under
- references the imprisonment of the leading Levellers as part of an argument about why women should be active politically.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- professional journalist/writer employed by the Rump and thus writing propaganda
- purpose is clearly to outline why loyalty and submission to the Rump Parliament, highlighted by the title of the work, as the legitimate parliament should be expected especially in 1650 as the Rump brought about the removal of monarchy, the House of Lords, introduced the Engagement and was dealing with the problems of being a new government
- audience is the broader Political Nation and the New Model in trying to rally relative moderate parliamentarians behind the Rump after the regicide. There is also a message here for groups like the Levellers who in 1649 were challenging the authority of the Rump
- direct attack on the Levellers and the threat they pose, placing emphasis on the confusion they would bring as part of the strategy of trying to get moderates to rally to the Rump after the division caused by the regicide.

Content and argument

- portrays many who followed the Levellers as self-interested and thus posing a threat to the Political Nation rather than understanding the constitutional arguments
- Leveller government would lead to tyranny from the confusion caused
- the consequences of government moving out of the hands of the educated and those with a financial stake in the nation, as argued at Putney by Ireton, would be further bloodshed and the threat from foreign powers as England would become weaker
- accuses Levellers of wanting full equality and thereby using their derogatory name against them, again playing on the fear of those with some financial claim in the nation and in doing so looking to bolster support for the Parliament.

Section B

0 2 'In the years 1625 to 1629, Charles I successfully asserted his authority over the Political Nation.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the years 1625 to 1629, Charles I successfully asserted his authority over the Political Nation might include:

- his continuing collection of tonnage and poundage despite the parliamentary refusal to grant this customs tax in 1625 as had been tradition since 1485
- his refusal to agree to pressure in 1625 and 1626 to parliamentary calls for the impeachment of Montagu and his actual promotion of Montagu to be his royal chaplain
- his use of the Forced Loan of 1626 to raise finance and as a test of political loyalty in response to failure of the benevolence and the limited grant of parliamentary subsidies
- his refusal to sacrifice Buckingham in the context of his position as Lord High Admiral and the failures at Cadiz and La Rochelle
- his dismissal of Parliament after the Three Resolutions of 1629 and his shaping of a message in his March 1629 Declaration that a minority in the Political Nation were the root of the political troubles due to their radicalism.

Arguments challenging the view that in the years 1625 to 1629, Charles I successfully asserted his authority over the Political Nation might include:

- Parliament refused to grant Charles tonnage and poundage and sufficient subsidies for his foreign policy
- repeated attacks on Charles' leading councillors, Montagu, Laud and Buckingham
- the 1627 Five Knights' Case was a direct attack by members of the Political Nation to how Charles had sought to enforce payment of the Forced Loan
- despite his initial resistance, Charles had to finally submit to the 1628 Petition of Right due to parliamentary influence over subsidies
- Charles' need to dissolve Parliament in 1629 after the Three Resolutions could be seen as a portrayal of the breakdown of his relationship with the Political Nation.

The years 1625 to 1629 witnessed a rapid deterioration in the relationship between Charles and the Political Nation as represented in the Parliaments of the period. While Charles ultimately was able to deploy his prerogative to assert his authority over the Political Nation in 1629 by dissolving Parliament, this was in the context of underlying discontent with his rule and leaving him reliant on prerogative income and without functioning points of contact with the Political Nation to ensure stability across the localities.

- 0 3** 'The main reason for the coming of civil war in England, in the years 1638 to 1642, was the actions of Charles I.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the main reason for the coming of civil war in England, in the years 1638 to 1642, was the actions of Charles I might include:

- failure of Charles I, in the years 1638 to 1640, to come to an agreement with the Covenanters or to recall Parliament to address grievances
- the actions of Charles I led to the parliamentary radicalism of Pym and his junto as a defensive reaction to their mistrust of Charles, as shown by the Militia Bill or the production of the Grand Remonstrance
- Charles' attempt to arrest the Five Members in an attempted coup clearly showed how Charles continued to divide the Political Nation, leading to the Exclusion Bill and passing of the Militia Ordinance
- Charles' decision to leave London after the failure of the Five Members' coup reinforced the political division and development of two sides
- Charles' issuing of Commissions of Array militarised the political division as did his attempts to secure various arsenals.

Arguments challenging the view that the main reason for the coming of civil war in England, in the years 1638 to 1642, was the actions of Charles I might include:

- communication between the Covenanters and the opposition in England between 1638 and 1640 to undermine Charles I's authority
- Irish Rebellion of October 1641 brought about the necessity for Parliament and the Political Nation to consider allegiance based on the key prerogative of control of the militia and this forced the creation of two distinct sides
- parliamentary radicalism by Pym and his Junto led to the process of Constitutional Royalism that brought about the two sides necessary for conflict
- popular radicalism from 1640, as seen with the Root and Branch Petition, iconoclasm, Strafford's execution, or the Grand Remonstrance, was a context for heightened political tensions that emerged with other forms of open opposition from 1638 in England
- Millenarian activists, after March 1642, were the ones who actually triggered conflict as can be seen in the actions of individuals like Henry Ireton or Oliver Cromwell.

The outbreak of civil war in England in August 1642 was a result of a combination of factors, including Charles' actions from 1638, how others responded to his actions as well as broader events like the Irish Rebellion. As king, however, Charles' actions were always the most important in setting the tone and after the beginning of the crisis of the Civil Wars in 1638 he did little to bring about a settlement with the Political Nation.

- 0 4** In the years 1658 to 1660, how important was fear of instability in bringing about the restoration of monarchy?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that in the years 1658 to 1660, fear of instability was important in bringing about the restoration of monarchy might include:

- lack of strong leadership led to a fear of instability. The political failure of Richard Cromwell and Charles Fleetwood to provide leadership after the death of Oliver Cromwell undermined the Protectorate and the subsequent regimes and led to a period of political instability from the political centre with a number of changes of regimes from September 1658 to 1660
- the actions of Lambert created instability. Lambert's political moves, such as the Derby Petition or the May 1659 coup, provoked concern at his ambition and led to further divisions in the parliamentary alliance and army which created more instability as he became more directly involved in politics again, provoking fear among the Political Nation
- division in the New Model army brought about instability. Monck's decision to support Richard Cromwell and the Rump was significant as it divided the New Model Army. His subsequent decision to support Charles Stuart gave royalism an armed force with which the Rump could be restored and monarchy recalled. Monck acted as he was a conservative fearful that the political instability was allowing a flourishing of radicalism, particularly the greater aggression from the Quaker movement
- the monarchy offered potential stability as a solution to instability after 1658. Charles Stuart and Edward Hyde's projection of a restoration as constitutional royalist and bringing order through the Declaration of Breda reassured the Political Nation and was a direct response to the fear of instability in politics, religion and the economy that made the conservative elite look for the return of strong rule.

Arguments challenging the view that in the years 1658 to 1660, fear of instability was important in bringing about the restoration of monarchy might include:

- economic problems got worse after 1658 with a series of harvest failures and this impacted negatively on the regime's ability to manage the army as well as further alienating the Political Nation
- the potential for a more open military dictatorship under the leadership of Lambert through an alliance with the expanding Quaker movement led to a reaction from the Political Nation
- there was a failure of political leadership by leading figures after the death of Oliver Cromwell and division between the different factions, Rump, army, republicans
- the failure of Interregnum regimes to embed a republican culture, as seen by limited ambition of the restored Rump or Committee of Safety.

The Restoration of 1660 was not inevitable but the death of Cromwell further fractured the parliamentary alliance. The limitations and divisions among leading individuals after Cromwell's death meant that no one individual emerged to reimpose control. Crucial was the division between Lambert and Monck as the two leading generals and Monck provided the force that Charles Stuart needed to enable his return to happen. This was in the context of economic, religious and social instability personified for the Political Nation in the apparent growing threat of the Quaker movement. With an increasingly poor economic position and limited political control the Political Nation became increasingly worried about the instability leading to a period of anarchy, symbolised by the development of the Quaker movement. In this context, the Declaration of Breda and the offer of traditional strong rule from the return of monarchy offered the Political Nation a pragmatic solution in 1660 to end the uncertainty of the years 1658 to 1660.