
AS

History

7041/2A

Report on the Examination

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General comments

The knowledge deployed by students on this unit was mostly very impressive and demonstrated thorough understanding of the key issues in the specification. The vast majority handled the time in the examination well and made a solid attempt at two questions. As always, a minority lacked clarity and showed limited communication skills (including poor legibility) which made it difficult to assess their answers.

01

This question was, in the main, not answered very well. There was a good level of contextual information displayed by students, but a consistent failure to consider the actual question in much detail. Students often ignored the issue of 'value' and instead discussed reliability, validity or usefulness, which are not the same things. When considering the content and argument of the sources, some students were able to deploy own knowledge in support of the material and, even better, some criticised the contents by suggesting that a lack of accuracy- e.g. that the reason for the capture of the Scottish King was due to Henry's loyal supporters like Richard de Lucy and Glanville, rather than just being the hand of God. However, it should be remembered that the question is not simply asking students to 'fact check' the entire content- instead they should consider how the content might be valuable or limited for historians studying a specific issue. This link to the question needs to be developed more explicitly by many students.

Provenance is an important issue when assessing the value of the sources and many students did remember this. However, there was a large tendency towards bland generalisation - e.g. 'this source was written at the time and so is valuable' or 'this source is biased against Louis and so is not valuable'. Students need to explain more clearly why bias, hindsight, the time of writing etc. would affect value- rather than making overtly bland statements. Tone was mentioned by a number of students, but often this was just described and secure links to the question were not made. Many students wasted time on lengthy introductions which simply paraphrased the source content. Students should be encouraged to read the sources holistically and to consider their assessment from this viewpoint, rather than attempting a 'line by line' formulaic approach. For the AS examination students do need to reach a comparative judgement about which source is more valuable. This judgement needs to be adequately supported.

02

This question was very popular and there were some very good answers from students. It was pleasing to see that there was a good level of detailed knowledge about Henry's attempts to restore royal authority – covering different aspects such as the barons, justice and finance. The best answers could give clear examples of what Henry did and a developed explanation of how this would lead to restored or increased royal authority. A number of students failed to provide any meaningful balance to their essays, which did limit their marks. This was a shame. The best answers tended to use Henry's problems with Becket as a good example of a limit to his authority. However, credit was given to those students who suggested that Henry's reforms were only partly underway by 1166 (especially with regards to justice) and that this limited him.

03

The vast majority of students who attempted this question were able to consider a range of possible motives for Henry's involvement in Ireland. These tended to cover the relations with the Pope, an inheritance for John and a desire to control the Anglo Norman barons. The best answers dealt with the key factor of Papal relations in some detail and also considered critically why Henry chose to act specifically when he did in 1171. Weaker answers tended to have three unconnected paragraphs which showed knowledge but less well developed analysis and evaluation.

Overall students seemed to have revised well for this exam and could write some good essays which were well structured and had good evidence. The source question was less well answered. A minority of students had poor legibility and some uncontrolled responses.

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.