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AS

# History

7041/1C

Report on the Examination

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June 2017

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Version: 1.1

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## General

This was the second sitting of AS History – The Tudors. In general students' responses reflected the experience of the first cohort who took the examination last year, in that there were approaches to the questions, especially question 1, that demonstrated a clear concept of the structure expected. Students prefer to do questions on Henry VII, particularly his establishment of power, but the examination papers will be set over time, covering the whole specification and assessing all the key questions outlined in the specification. Students also need to be aware of the different foci of the question, not just causation questions, but consequence, change and continuity and questions which ask for an assessment of importance.

### Question 01

There was a wide range of responses to this question. The majority of students considered the two extracts in turn and linked them to their own knowledge before presenting a comparison as to which was the most convincing. There is a tendency not to consider the overall argument of the extracts but to pick out phrases and points and to examine these. The skill of reading for meaning in which the overarching interpretation is established is critical both for this examination and also for those students progressing to full A-level.

The main discriminator was whether students considered the issue of attitudes to the Church, rather than undertaking a fact checking exercise as to whether the historian was 'correct'. There were a number of responses which identified serious limitations with both Smith and Marshall's research and understanding of the period, rather than comparing attitudes. A small number of students approached the question as a depth paper question and offered comment on the value of the extracts based on tone and provenance.

It was equally acceptable to select either Smith or Marshall's extract as the most convincing. A small number of students provided excellent responses arguing that both were convincing, depending on which area of the country was considered: Extract A had a greater validity for London and the South East, whereas Marshall's views were most appropriate for those areas unaffected by new religious ideas – for example Cornwall and Lancashire.

Whilst there was some confusion about laymen, a significant number of students did consider different social groupings and how these might be affected in different ways by the provisions and failings of the Church. There were some students who retold the death of Richard Hunne with differing levels of accuracy and some who recognised that Hunne was suspected of heresy when he was brought before the Bishop of London's court and that there was a significant difference between heresy and anti-clericalism.

Most students were able to use Thomas Wolsey's wealth, background and influence to support their arguments. Some did veer beyond a consideration of how this might shape attitudes to the Church into his political failings in relation to the annulment. Students were rewarded when they used evidence post 1529 to explain an understanding of attitudes pre-1529, for example the *valor ecclesiasticus* was used to demonstrate the wealth of the Church. Accounts of the dissolution of the monasteries and the Pilgrimage of Grace were not valid.

A number of students exhibited confusion about the definitions of key terms, notably, laity, pluralism, lay-piety and anti-clericalism. Such key terms are important for an understanding of attitudes in the Tudor period. There was some conflation of Protestantism, anti-clericalism and Lollardy. Very often, students have a binary view of religion in this period – Henry VIII became a

protestant the moment he broke with Rome; clearly this is far from the truth and Protestant can only be used as a valid term in the reign of Edward VI, except when referring to heretics. However, some students were able to distinguish between the differing influences of Wycliffe, Erasmus and Martin Luther in shaping attitudes to the Church. For the higher levels students, should always try to support their points with reference to the extract through selected quotes, and to their own recalled knowledge.

## 02

This was by far the most popular of the two essay questions. Students generally had a very good understanding of the reign of Henry VII which they used to explore different factors relating to the question.

A clear discriminator in responses was whether students considered 'the establishment of authority' and selected material on this basis. A number of students clearly reproduced essays they had done in class relating to the consolidation of power, using this in their analysis rather than the set question. The attention given to financial policies also varied, and indeed what was a financial policy rather than a policy which had financial benefit – for example the fines for retaining. Students were generally clear about ordinary and extra-ordinary income, although some were confused. The really good answers were able to demonstrate how some financial policies such as taxation resulted in Henry undermining his authority, for example the challenges presented by the Yorkshire and Cornish Rebellions.

A wide range of other factors were considered. In establishing his authority, students wrote about the dating of his reign before the battle of Bosworth; his coronation before the first meeting of parliament and his marriage to Elizabeth of York. All of these were convincing. Could students please be encouraged to use the term 'crowned' as opposed to 'coronated'? Also, Henry VII had subjects, not citizens.

Foreign Policy was used to show how important it was for Henry have his authority recognised by France and Spain. Links were made to the Treaties of Medina del Campo and Etaples. There was much made of the challenges of Simnel and Warbeck and how Henry overcame these to establish his authority, but not many linked the threat of pretenders supported by European powers to his own route to the throne.

Some students wrote about trade, some in terms of financial policy some in terms of authority. It was a valid point to suggest that Henry was prepared to forgo the financial benefits of customs duties on cloth to ensure that his authority was secure.

Successful essays, which were placed in the higher levels, had range and detail. Students are expected to present an understanding over time in the breadth paper but it is important to have some supporting evidence – for example the number of Acts of Attainders passed or reference to Thomas Howard, Earl of Surrey. Empson and Dudley were well known, but not Reginald Bray, most wrote about the Chamber system and tried to link this to authority, though a number confused the Star Chamber with the Privy Chamber.

It is critical that responses have balance, it isn't sufficient to make a passing reference to dismiss the key factor in the question and then to write a pre-planned essay.

## 03

Far fewer students attempted this question than answered 02. Generally, most students struggled with this question which asked them to examine foreign policy over the whole of Henry VIII's reign.

Many students who attempted the question were very familiar with the early years of Henry VIII's foreign policy when he invaded France to gain territory and to establish himself as a warrior king. Some were able to discuss his relationship with Francois I and Charles V, discuss Wolsey's diplomacy – the Treaty of London and sometimes the Battle of Pavia. Many who attempted this question were actually unsure about much beyond the Battle of the Spurs and the Field of the Cloth of Gold. The most popular approach to the issue of succession was to write at some length about the failure to gain the annulment, often with only a passing reference to foreign policy. Some did write about the Treaty of Greenwich which was rewarded, as indeed were the discussion of the marriage to Anne of Cleves.

There were some high Level 4 and Level 5 responses. These had a good understanding of the early aims of Henry VIII and his attempt to regain French lands, but then demonstrated how Henry VIII deserted his traditional ally, Charles V when he needed to annul his marriage to Catherine, He then sought approval from Francis which enabled him to marry Anne Boleyn. The traditional anti-French relationship with Charles was restored in the 1540s. These students also looked at the impact of the Treaty of Nice to demonstrate how Henry sought an agreement with the Schmalkaldic League to protect the succession of Edward and prevent a Catholic crusade. Such a Catholic Crusade had the potential to restore Mary's place in the succession.

Examiners marked all responses positively seeking to reward what was written, but the mark scheme is very clear about where partial responses to the question should be placed.

### **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.