
AS HISTORY

Component 1C The Tudors: England, 1485-1603
Report on the Examination

7041
June 2018

Version: 1.0

REPORT ON THE EXAMINATION – AS HISTORY – 7041/1C – 2018

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Question 01

The majority of students are clear about the assessment focus of the extract question. Almost all the students examined the extracts in turn before offering a comparison as to which is the most convincing. Some students approach this as a fact checking exercise and the extract is examined sentence by sentence to see if the historian has got their facts right. Many of these students failed to consider the focus of the question, in this case the relationship between Wolsey and Henry, until the final paragraph when the comparison is made. The most convincing responses attempted to establish the overall arguments of the two extracts in an introductory paragraph before evaluating how convincing they were in terms of the context, making reference to their own knowledge. There was an encouraging awareness of the events of the period under question and the roles of Wolsey and Henry VIII in both domestic and foreign policy. Most students were able to appreciate the political relationship between the two protagonists, a small minority focused on the personal relationship between the two and some students hi-jacked the question to provide an assessment of Wolsey's success in foreign and domestic policy. Those attaining the highest level provided a clear evaluation of each extract – examining the aspects which made the extract convincing and those which were not convincing and then presenting a substantiated judgement on the two extracts using the focus of the question.

Extract A presents the interpretation of the relationship that students seemed to be most familiar with. There was a good attempt to assess comments such as 'mad' and 'sane' in terms of the actions taken by Wolsey and Henry VIII mainly in foreign policy. There was a good understanding of fiscal measures, particularly the Amicable Grant. The crisis over the annulment was very well known, although the interpretation offered in the extract was unfamiliar to many and some used the inclusion of the annulment as a prompt to write all they knew about the annulment. Henry's policy of challenging the Pope on theological grounds, where as Wolsey provided a practical solution which could result in the original dispensation being declared invalid, was not always appreciated.

Extract B was understood by the majority of students, although a minority misunderstood the first sentence, arguing that Henry was lazy and that Wolsey did all the work. Most did argue that Wolsey was dependent on Henry for his position, reference was made to his humble origins. His political skills were stated, although the role of Henry in Wolsey's advancement in the Church was not always appreciated. The issue of 'manipulation' provided much discussion. Some reference was made also to the role of the Boleyn faction in the case for the annulment which was made relevant to Wolsey. There was an inaccurate view, which was evident in almost a third of the responses, that Wolsey had been executed by Henry VIII, in some cases without trial.

Question 02

This alternative was selected by the majority of students. There was generally a very good knowledge base and students were able to review the comparative challenges of Lambert Simnel and Perkin Warbeck. There were some narrative/ descriptive accounts but these were in the minority. Most students were aware of the key issues determining the relative success: timing, support, duration and the response of Henry VII. The answers were mainly well informed, although there was some confusion as to which of the pretenders was crowned in Ireland and exactly how many mercenaries were supplied by Margaret of Burgundy. It is clearly possible to argue either for Lambert Simnel being the greater challenge or that Perkin Warbeck was. The best responses compared the two issues before reaching a conclusion.

Question 03

Far fewer students attempted the question on the impact of the dissolution of the monasteries on social change. Whilst there were some excellent answers to this question which were awarded level 5, the majority struggled with this consequence question. The major problem seemed to be what is meant by 'social change', which is a key theme in this specification. There was some limited awareness on monks and nuns and the sale of land following the dissolution. The Pilgrimage of Grace was discussed by the majority of those who did this question, although the treatment was often descriptive. The role of monasteries in education and the support of vagrants was generally known, but too often the treatment of these issues was generalised. A discussion of the impact on religious belief and practice was rewarded, but too many used this question to present their knowledge about religious policy. The Ten Articles, the Act of Six Articles, the Bible in English were all described but were not linked to the dissolution or to social change. The binary understanding of religion is still evident in many students' responses. The view that Henry VIII broke with Rome and both he and England were immediately protestant prevailed in the answers to this question. Some students did appreciate that England did not become protestant, and then only partially, until the reign of Edward VI, although that of course was after the date of this part of the specification.

Really convincing answers examined either the limitations of the impact of the dissolutions or, more convincingly, examined how social change was occurring before the dissolution of the monasteries. There was some really good material on literacy, enclosure and the decline in monasticism before 1536. The examples of decaying monasteries noted addressed by Wolsey were used as evidence.

Mark Ranges and Award of Grades

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