
AS HISTORY

Component 1D Stuart Britain and the crisis of the Monarchy, 1603-1702
Report on the Examination

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General Comments

The majority of students managed their time well during the exam, although there was evidence that some students wrote too much on the extract question. More attempted question 2 as an essay from the first part of the course in comparison to question 3 covering content at the very end of the course. Answers that focused on the wording of the question and confidently illustrated specific examples stood out from those that tended to take a more general approach to the essays.

Question 1

A closer reading of the extracts, especially B, would improve students ability to express the central argument of the extracts. Students would also benefit from linking specific context to their evaluative judgements. Many of the clearer answers had sound contextual knowledge of the culture of Charles' court and the key individuals at the court. Many students were also able to link Charles' personality to the nature of his court. Students needed to be more directive in their use of language to ensure that they were making evaluative points. Credit was given to those who referenced James's court to make a direct point in relation to the nature of Charles' approach.

Question 2

Students were able to illustrate the main financial policies of the period and the approach of both monarchs. James's extravagance was well illustrated but fewer students set this in the context of him being a foreign ruler with the need to establish patronage and goodwill. The majority approached their answer in a chronological fashion. Stronger responses dealt directly with the idea of reform and were able to write about the structure of finances and the problems of inflation and the attitude of the Political Nation. In relation to this the Great Contract was central to most strong answers. The strongest responses linked the problems of real reform to the need of the monarchs to manage the issue of finances.

Question 3

The majority of students used the dates in the question to frame their response from the Scottish Rebellion to the regicide. Examples from the Scottish Presbyterians, Pym's Puritanism, the Irish Rebellion and the New Model were central in strong responses. These were then set against the impact of Charles' own actions and how they created radicalism through his issuing of the Prayer Book or his Engagement of 1647. Students would have benefitted from a closer treatment of radicalism in the New Model being both political and religious. As well as considering the Levellers students would have benefitted from a clearer treatment of the role of millenarianism and key individuals like Ireton. Concepts such as providence and necessity would also reinforce the fundamental link between religious and political radicalism.

Mark Ranges and Award of Grades

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