

AS

HISTORY

7041/1C: The Tudors: England, 1485-1603
Report on the Examination

7041
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General comments

This is the fourth series of this specification and students this year appeared more familiar with the chronological scope of the specification and the appropriate way to tackle the questions set. This was most noticeable in the responses to the extract question. What was less well embedded was an appreciation of the key features of the breadth option with its basis in six key questions. These cover themes of: monarchy, government, foreign policy, society and economy, intellectual and religious change and the role of key individuals and groups. Each question on the examination paper is based on one of these key questions and examines these over a minimum of ten years, in accordance with the demands of a breadth paper. It is also important that students are aware that questions are not just about cause and consequence but can also examine significance, similarity and difference, and change and continuity.

It is helpful if students use terminology which reflects the period studied. Frequently, students write about *citizens* when the correct term is *subjects*. It is also best to avoid modern idioms; it is unlikely that Henry VII, or Henry VIII, or Cromwell, Cranmer *et al*, ever 'show-cased' anything. In some cases, inappropriate vocabulary was used.

Question 01

There were some very positive responses. Students are increasingly familiar with what is required in this type of question. More able students were able to present a focused analysis of the interpretation offered by each extract and consequently to suggest which of the two was the most convincing. Students were rewarded for arguing that Extract A was convincing in term of its interpretation that Henry VII was prepared to abandon his encouragement of trade, particularly for dynastic reasons. Such a view was supported by his need to pressure Burgundy to prevent support for Perkin Warbeck. There was some confusion as to who benefited from the Intercursus Magnus; the extract suggests that it was an attempt by Philip to gain Henry's support. Good answers also challenged the interpretation offered by A, suggesting that Henry VII did support the expansion of trade, other than the cloth trade, which is the focus of A. More able students supported the interpretation in Extract B with reference to the long-term evaluation of Henry VII's policy on trade. The benefits of the support for Cabot were appreciated. The interpretation was generally challenged for its statement that there was little change in the pattern of trade between England and the Netherlands. There was some uncertainty about the role of foreign merchants in English trade, although some students were able to write convincingly about the merchants of the Hanse and the Merchant Adventurers.

Overall, students were given credit for focus on, and comparison of, the interpretations. Whilst credit was given for students' knowledge of context, when used to support their evaluation, long sections of poorly-linked information were worthy of little reward. Most students provided a short paragraph in which they compared the two extracts although some made comparisons in the body of their answer, which was equally acceptable. The majority found Extract A the more convincing because of its focus on the reactive nature of Henry's policy, arguing that the security of the dynasty was paramount. However, those who argued convincingly for Extract B were also able to attain the highest levels provided they supported their comments effectively.

Question 02

Generally, this question was not done well despite it being more popular than question 03. All questions have a focus on one of the six key questions, in addition to being clearly located in the bullet points identified in the specification, and this question had a clear focus on the key question which examines changes in government. The break with Rome was chosen as the focal point for this question, rather than the identification of a specific piece of legislation, to enable students to show the importance of the creation of an independent state. Whilst some students did examine the changes in government which followed the break such as the increased use of statute law, the role and frequency of Parliament and the growing bureaucracy, the majority of responses lacked any such focus. Examiners gave credit to students who attempted to construct an argument in response to the question in order to draw a conclusion which either supported or challenged the given statement, even when there was a broader understanding of government than expected. However, in many answers, there was little appreciation of the concept of government. A significant number interpreted this as a question about religion and wrote about changes to the Church. Some wrote all they knew about the period, but much was tangential.

Question 03

This question also produced a range of responses, many of which were not fully focused on the question. The foreign policy of Henry VIII falls into discrete sections. The question asked students to consider the eleven-year period, which saw two distinctive policies. The first of these came in the late 1530s and was developed following the deaths of Anne Boleyn and Catherine of Aragon, and the Treaty of Nice. The other came in Henry's last years when he sought to invade France and deal with the ramifications of the Auld Alliance. However, the dates in the question were ignored by a significant number of students who wrote about Henry's early years or Wolsey's foreign policy instead. It was unclear as to whether they did not know the foreign policy of the later years of Henry's reign, or whether they did not appreciate the dates in the question and therefore wrote indiscriminately. A number of students made a distinction between the seemingly defensive nature of the dealings with the Schmalkaldic League and the invasion of France. In such responses the invasion of France was usually assessed either in terms of Henry's desire to gain territory or in terms of his desire for glory, impressing others with his chivalric credentials. Unfortunately, in many cases the actual gains made by Henry were not known well. Suggestions varied from the 'dog-hole' that was Therouanne, to Boulogne, to Calais and to the capture of Scotland.

Mark Ranges and Award of Grades

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