



A-LEVEL HISTORY

7042/1C

Report on the Examination

7042

June 2022

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2022 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

There were a considerable number of high achieving students whose knowledge, understanding and ability to apply these to the questions were impressive. The vast majority of students were well prepared for the type of questions asked and showed a confidence with the material. This may have been the result of the Advanced Information which enabled students to focus their revision.

O1

Most students answered the Extract question by examining the extracts sequentially; only a few considered them thematically. A comparison of the extracts is not required at A Level. The knowledge base demonstrated by students was impressive, although there was a tendency to shoehorn in material in a manner which was not made relevant to the extract. Students had clearly learnt a great deal of detail about the pretenders Lambert Simnel and Perkin Warbeck. There was also a great deal of material about marriage alliances presented in response to Extract B, some of which was made relevant. There is still a tendency for students to launch into their responses and examine the extracts line by line, checking facts as they go. Some responses, which were structured in this way, did focus on arguments but there were unfortunately few of these.

In **Extract A** most students focused on the issues of wealth: money being hoarded, and sources of income being exploited. The issue of parliament provided a good opportunity for students to challenge the interpretation; most argued that Henry based his claim to the throne mainly on parliamentary title. The actual amount of money hoarded caused some debate, although that was a factual point rather than a point about the interpretation. There is a continuing confusion in the work of students between financial and economic. Much of the material relating to Henry VII in this case was financial, not economic, or even in the worst cases – economical. The extract from J R Green begins with the view that there was a steady drift to absolute royal control. This overarching view was picked up by the stronger students who considered how the financial policies of Henry VII, along with breaking the power of the magnates and the revival of the criminal jurisdiction of the committee of the Royal Council, the Council Learned in Law, contributed to this.

The responses to **Extract B** focused mainly on the way in which the arguments were convincing, although, more than a few focused on factual elements or became involved in lengthy debates about whether Henry VII was blood thirsty. A central element of Guy's argument was that Henry attempted centralise English politics; as this was in the middle of the extract, it was missed by many. However, other responses used it in connection with the taming of faction, the exaction of prerogative rights and the magnetic attraction of the court to examine Henry's power and authority. The importance of Henry's personal statesmanship was more commonly addressed through discussions about dynamic force or divine right. There was some misunderstanding about the reference to propaganda, but most students were able to agree with the focus on stabilising England after the turbulence of the Wars of the Roses.

Answers to **Extract C** were either very well done, or not well done at all. In some cases, it was the best answer of the three extracts because it was clearly focused. A large number of students was thrown by the initial statement that 'Henry VII was never an absolute monarch' and launched hotly into his defence citing examples of his control. Very few students knew what an absolute monarch was. This was not important if they focused on the argument put forward by Lockyer which was to demonstrate the extent to which Henry was dependent on the co-operation of the political nation. The term 'political nation' did not seem to be well known, but students did consider Henry's reliance on the nobility and gentry. The decentralisation of the administration in Extract C provided a good counterpoint to the centralisation of Extract B. The Council of the North and Wales were well known, as were the undertakings of the Earl of Surrey. The reliance on property owners to pay taxes was used effectively in support of Lockyer's argument. A considerable number rejected Lockyer's argument that, in the last analysis, in local government, Henry was dependent on the co-operation of the political nation.

02

This was the second most popular of the questions in Section B. Students were generally well informed about Wolsey's policies and less so about those of Thomas Cromwell. Reward was given to those who argued either for ministers or the monarch, depending on the strength of their argument. In a large number of the weaker responses, Henry VIII's role was limited to ordering the annulment and the execution (sic) of Wolsey and Cromwell. Balance, range, and scope, to differing degrees, were issues in students' responses. Some students either did not know a great deal about Cromwell or had spent so much time describing what Wolsey had been responsible for, that their essays were unbalanced. The best responses were those which explained why key policies were the personal responsibility of Wolsey, or Cromwell and then examined the objectives of Henry and how these objectives were met. Religion, foreign policy, and finance provided useful themes to structure responses. This is a breadth paper and reward was given to those students who structured an overarching response, selecting evidence to support the points being made. Those students who were placed in the higher levels had often produced a brief plan.

03

This was the most popular of the three essay choices and was generally well done. Most students had an understanding of the causes of the Western Rebellion, Kett's Rebellion, Wyatt's Rebellion, and the Northern Rebellion. A number of responses were compromised by petering out after Wyatt's, which indicated a significant loss of range. Students who wrote about Northumberland's challenge to Mary, were accepted although this was not required. Some students did not write about actual rebellions but wrote in general terms about social and economic problems; it was difficult to reward these. It was not expected that students would conclude either for religious or social and economic causes, although most did argue for religion being the most significant cause. The Western Rebellion did have some social and economic causes and Kett's did have requests for the quality of preachers. Wyatt's was mainly attributed to xenophobia, but many also recognised the Protestant stronghold in Maidstone and the economic problems of Kent. The political underpinning of Wyatt's was emphasised and was stressed in comments related to the Northern rebellion, especially in the manner in which the Earls believed themselves to have been side-lined by the Elizabethan regime. The social reasons for the Northern Rebellion which linked to feudal relations were mentioned but clearly, the emphasis was on religion and the Catholicism of Mary Queen of Scots. The most worrying element of these answers was the lack of geographical knowledge demonstrated. For example, references were made to the mountainous landscape of Norfolk, the Western rebellion taking place in the northern counties and culminating in the occupation of Pontefract. As Extract C demonstrated, the regions were particularly important in Tudor England.

04

This was the least popular of the essay questions, but it was generally well answered. There were some very good responses which examined a range of issues including trade and exploration. The issue of trade with the Netherlands was key in this period and the importance of the problem created by the conflict between Protestants and Catholics was considered. There were some very good responses which examined the support for the privateers and thefts of Spanish silver in causing the deterioration of relations with Spain. The Netherlands provided an opportunity to write about success and failure of policy. Elizabeth's action in relation to the Sea Beggars can be argued either as a success or as a failure and both were acknowledged. The reluctance of Elizabeth to openly commit to the involvement in the Netherlands and various treaties was explored. The most obvious weakness was in those responses which wrote at great length about the Armada, very often referring to the fact that this was a success for Elizabeth. Writing at great length compromised the opportunity to cover more elements. Another issue arose over the treatment of Mary Queen of Scots. Mary Queen of Scots was relevant to this question only when directly related to foreign, rather than

domestic policy. The earlier Scottish problems were outside the dates of the question, as were Essex and the issue of the later Irish problems.

Mark Ranges and Award of Grades

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