



---

# AS LEVEL HISTORY

7041/1C The Tudors: England, 1485 - 1547  
Report on the Examination

---

7041/1C  
June 2023

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2023 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.

## General

There were 422 entries for this paper, an entry which is consistent with the number taking the paper in 2022. The majority of students chose to answer the optional question 03, rather than 02. Nevertheless, 02 was answered by a significant number of students (23 %). Answers to 01 often produced the higher mark of the two responses, although there were some clearly structured and well-informed essays.

### 01

Students are now familiar with the demands of the Extract Question and are prepared to examine each extract to determine the elements of the interpretation which are convincing, and those which are not. In the vast majority of cases, the responses examined the extracts sequentially and provided a comparison. What the students do less well, is to consider the overall interpretation being presented by the historian, rather than just providing an evaluation of the individual points made. In most cases students did focus on the judgements being made by the historian, although there were some cases where the responses only checked the facts, rather than the arguments presented. The majority of students did provide a comparison of the two interpretations and presented a substantiated judgement to this effect. In some cases, the students referred to the interpretation of the other extract in the course of their assessment; the majority provided a concluding paragraph to make this judgement. The range of contextual knowledge used by the students in support of their assessment varied, some used material up to the mid-1520s, for example the Amicable Grant, others focused on the first decade of his reign. Either approach was acceptable if it was used to support the judgement made.

The interpretation presented in Extract A was more familiar to the students than that posited in Extract B: Henry was young and ambitious for military success and wasted the inheritance left by his father on futile wars. The majority of students did pick up that he showed these characteristics in domestic matters, although there was less emphasis on the suggestion that he felt threatened by those who presented a challenge to his position; whether in terms of support for him, which was threatened by the actions of Empson and Dudley, or the threat presented to his authority and legitimacy by Edmund de la Pole and the Duke of Buckingham. The most convincing contextual knowledge presented related to Henry's early invasions of France, although the challenge to the argument referred to the Treaty of London and the Field of the Cloth of Gold.

Henry's military exploits were also used to support the contention of Extract B that Henry was keen to prove himself on the battlefield. There was considerable evidence to suggest that Henry was devoted to leisure pursuits and left the government of the country in the hands of Wolsey. Although some answers challenged this and pointed to Henry's intervention following the failure of the Amicable Grant. There was some challenge to Henry's success in Scotland. However, there was a more limited consideration of Henry's relationship with the nobility and foreign powers, whose expectations are identified by David Loades.

The majority of the students found Extract A to be the more convincing. Either extract was acceptable as the more convincing as long as the judgement was supported.

### 02

Although the least popular of the two essay questions, there were some well supported responses to this question. The majority of the responses were clearly structured; evidence was selected and deployed to support a judgement. There were some descriptive accounts, but these were few.

Whilst the question asked for an evaluation of Henry VII's success in promoting both trade and exploration, an equal treatment of trade and exploration was not expected. The majority of students

did refer to the support given to the Cabots in their expeditions. There was, however, some uncertainty as to the purpose of the expeditions and their achievements, although the benefits of competitive fishing grounds were established by most.

Students tended to write more about the success of Henry VII's promotion of trade than his failures, or other priorities. There was good knowledge shown of the Navigation Acts and the Book of Rates. Students demonstrated how the Medina del Campo also included clauses related to trade. A number of students wrote at length about the importance of the trade in wool and woollen cloth to Calais and Antwerp. It was more difficult to argue that Henry had direct involvement in the production of wool. The export of cotton was to occur later and was not relevant.

The balance of the assessment was less well done. Most students were able to argue that Henry was prepared to promote trade when he was able to do so, however, the security of his dynasty was paramount and in his relations with Burgundy, this would be the priority and trade would be used as a bargaining tool. Henry's difficulties with the Hanseatic League were not often addressed, nor was the impact of his protection of their privileges on the Merchant Adventurers.

### **O3**

This was by far the more popular of the two essay questions. The issue as to whether Henry VIII completely changed religion was fully explored by most students. The majority did focus on religion, rather than the Church, viewing the break with Rome as a key aspect of religion, as it was no longer the Pope in Rome, but the King who determined the religion of England. The dates in the question were observed, most students considered the changes as they occurred, rather than attempting a similarity and difference approach between 1533 and 1547.

The extent of the evaluation in students' responses did vary. Most wrote about the Royal Supremacy. There was a number who explained the reasons for change and wrote at length about the search for the annulment, which did not directly answer the question set. . Most considered the impact of the Dissolution of the Monasteries, the Bible in English, the 10 and 6 Articles (sometimes in the right order) and the increasing conservatism of the 1540s. Strong students considered the difference in the changes to religion imposed from above through legislation and Canon Law, and the religion experienced by the laity, which in many cases did not fundamentally change. Equally the point made about Henry's personal belief remaining Catholic was also made by a number of the students. Some students still equate the break with Rome as the definitive move from Catholicism to Protestantism. At AS, this level of understanding is accepted, although a more nuanced awareness is likely to come with A level study.

### **Mark Ranges and Award of Grades**

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