

# A-level History

## 7042/1C

---

**Tudor England, 1485—1603**

Report on the exam

---

Published: Summer 2023

---

---

## Contents

The below table is interactive. You can press the control button click on the title of the question to go directly to that page.

Contents	Page
<a href="#">General guidance about question types</a>	3
<a href="#">Individual questions and exemplification</a>	5
<a href="#">Further support</a>	18

---

## General guidance about question types

### Question 1: The 'Extract' Question

- Identify, understand and evaluate arguments in each extract in relation to the focus of the question.
- Deploy contextual knowledge selectively and relevantly to assess how convincing the arguments are.

### Qualities seen in more successful responses

- Evidence of planning of response to each question to identify key arguments.
- A clearly structured and balanced assessment of each the three extracts.
- A clear focus on the overall interpretation of each extract in relation to the question.
- Contextual knowledge appropriately linked to challenge or corroborate the arguments in relation to the question.
- A range of contextual knowledge shown, and duplication of material avoided.

### Qualities seen in less successful responses

- A focus on elements of the extract, rather than the overall interpretation
- A focus on the factual evidence presented in the extract and these facts then checked against own knowledge.
- Contextual knowledge deployed without focus on the question, or not linked to arguments in the extracts; often, therefore, irrelevant.
- Contextual knowledge deployed from outside of the dates of the question
- Inappropriate and irrelevant references to author, provenance and tone.

---

## Questions 2-4: Essay questions

- Demonstrate a clear and full understanding of the question and its demands.
- Provide a balanced, analytical response which reviews the issues raised by the question.
- Provide appropriate and full coverage of the breadth of the question, with appropriate supporting evidence.
- Substantiate judgements on the issues, throughout the answer and/ or in an extended conclusion.

## Qualities seen in more successful responses

- Evidence of careful planning seen in the structure and organisation of the answer.
- An analytical approach with clear selected support.
- Appropriate range in relation to chronological coverage and scope in relation to issues considered.
- Balance of issues relating to the question with appropriate judgement.
- An effective introduction which sets out the argument to be advanced and an effective conclusion demonstrating overall judgement.

## Qualities seen in less successful responses

- Lack of effective planning as seen in absence of coherent structure.
- Failure to focus on the central theme of the question. Presenting a pre-planned response.
- Partial coverage of the chronology of the question
- Lengthy descriptive passages not clearly linked to the question.
- Absence of supported analysis and judgement.
- Weak spelling, punctuation and grammar.

---

## Individual questions

### Report on Question 1

Students showed a real engagement with the extracts on this year's paper; the majority of students were able to achieve L3 providing at least some supported comment on the strength of the interpretations in relation to the historical context. The knowledge displayed of Henry VIII's reign was impressive.

**Extract A:** There was much in this extract to evaluate. Students identified key phrases from the extract in relation to Henry VIII as a ruler, most notably that he 'not only reigned over England but led the nation' and that 'he was the architect and saviour of the English nation'. Some support for these judgements was provided, but more frequently these were challenged; students argued that Henry VIII was reliant on his first ministers, Thomas Wolsey and Thomas Cromwell for the direction of policy and change during his reign. The concept of 'saviour' seemed more tricky; some students argued that the real 'saviour of the English nation' was Henry VII, who had rescued England from the morass of the Wars of the Roses.

The subsidiary arguments proved more difficult, although some students concentrated on these to the exclusion of the main arguments. Much was written about Ireland being brought within the reach of English civilisation, and Wales being absorbed into the general English system; these sections tended to focus on the facts, rather than the transformation achieved. Often the constitutional change, a key element of the extract focusing on the 1530s was not addressed. The transformation of the constitution as a result of the break with Rome was a key element of Froude's argument. Some students were able to select appropriate supporting evidence to discuss the changing role of the House of Commons, the subduing of the House of Lords and the breaking of the ancient practices of government to good effect. Others, chose to argue, with less success, that it was Wolsey who was responsible for the major changes from the reign of Henry VII, citing the Star Chamber and Eltham Ordinances, ignoring the events of the 1530s.

**Extract B:** This was understood by the majority of students; the argument of Hoskins was forcefully expressed. Students identified that Hoskins believed that Henry VIII was a disaster for his country. Most focused on the 'futile wars' presenting details of Henry's numerous invasions of France. There was also supported assessment of 'men rightly fearing his anger' and 'execution without trial' linking these to the executions of Thomas Wolsey and Thomas Cromwell. Clearly, only one of these was actually executed, although this was not apparent in the majority of responses marked. The Treason Act, the fate of Anne Boleyn and Catherine Howard, numerous Catholic and Protestant martyrs were also quoted in support of Hoskins' interpretation. Students challenged Hoskins' assertion that 'there was an almost complete absence of any major rebellion...' with reference to the Pilgrimage of Grace. Those who agreed with Hoskin's argument because the Pilgrimage of Grace was not a rebellion against the King were also rewarded. Some used the response to the Amicable Grant, although this was less convincing, being, in itself, more limited.

The two elements that were more frequently misunderstood were: 'ruthlessness explained by the Tudors shaky claim to the throne' and 'government in the hands of an unprincipled gang of political adventurers'. In the first instance, students failed to link Henry's ruthlessness to the Tudor's shaky claim and simply wrote about the Tudor's shaky claim to the throne. The second case was misattributed to Wolsey and Cromwell, and challenged, rather than to Somerset and other members of the Regency Council.

---

**Extract C:** Lucy Wooding's view that 'Henry VIII failed to fulfil many of his most personal ambitions', was addressed by the vast majority of students; her view that 'he achieved an extraordinary amount by 1547' less so. There is a tendency amongst the less successful responses to focus only on the first statement made. There was much about the failure to achieve... in France', often using the same material relating to the 'ungracious dog holes' of northern France quoted in B. Henry's belief that he had been 'betrayed by a succession of those closest to him' was supported with reference to Wolsey, Cromwell, Anne Boleyn and Catherine Howard (again). Arguments relating to securing the succession were accepted whether it was argued that Henry either failed or succeeded in securing the succession, as long as the argument was supported with contextual knowledge, as was the view that 'he failed to win support for the Royal Supremacy'

The more successful responses addressed the argument presented by Wooding relating to Henry's impact on the Church and religion. There were some thoughtful points made using Henry's religious policies in relation to the Royal Supremacy, the 10 and Six Articles, the English Bible and Henry's continued belief in transubstantiation.

## Question 1 – Exemplification of Level 5 qualities

In Extract B, Hoskins argues strongly against the characterisation of Henry VIII as a strong and worthy king. Instead, Hoskins paints a picture of a ruthless, vicious man who brought disaster to his country, particularly in regards to his foreign policy and the way he controlled men through fear.

Hoskins' argument is fairly convincing, especially in regards to how "men rightly feared his anger" as a result of "arbitrary execution". This is convincing as not only did Henry famously execute two of his wives, but he was also responsible for the death of his key minister, Thomas Cromwell, in 1540. He also attempted to execute his minister Wolsey, accusing him of praemunire, however Wolsey died before his trial.

Whether or not this truly made Henry "feared" can be questioned, as many councillors continued to fight for his approval, although the ~~for~~ statement that Henry's executions were "arbitrary" is highly convincing. Hoskins also outlines how Henry's foreign policy "was a disaster to his country". This is

convincing, as despite the successes at Spurs and Flodden, the rewards were the territories of Therouanne and Tournai, which were relatively unimpressive, being described as an 'ungreacious doghole'. These two wars also left the country with very little resources, as Hoshins highlight. This is convincing as after 1513 Henry, or rather Wolsey, changed tactics ~~to~~ towards being a peacemaker to

avoid wars. However, whether these battles can truly be called "futile" is questionable. At Flodden, James IV was killed, leaving Henry's sister Margaret in control and so Scotland was not as much of a threat. As well as this, attributing the 'disaster' of foreign policy to Henry's decisions alone is perhaps not a fair assessment, as many foreign failures were out of his control. For example, when King Francis was captured at the Battle of Pavia in 1525, it was Charles V who made the decision not to cooperate with Henry's plan to divide France, resulting in ~~the~~ a slightly shambolic treaty in which England was only involved at the last minute. This makes Hoshins



argument less convincing, which is made worse by his statement that there was an "almost complete absence of any major rebellion". Whilst Hoskins does admit this was "almost" the case, the statement is still misleading. The Pilgrimage of Grace, for example, was rather a "major" threat as it involved a significant number of men, a number in the thousands, with clear aims to disrupt Henry's rule and religious policies, ~~which~~ <sup>which</sup> was only put down through a careful manipulation of another rebellion occurring at the same time.

Therefore, Hoskins' assessment of Henry VIII is unconvincing in ~~the~~ both the assessment of the threats he faced, and his personal role in the failures of foreign policy.

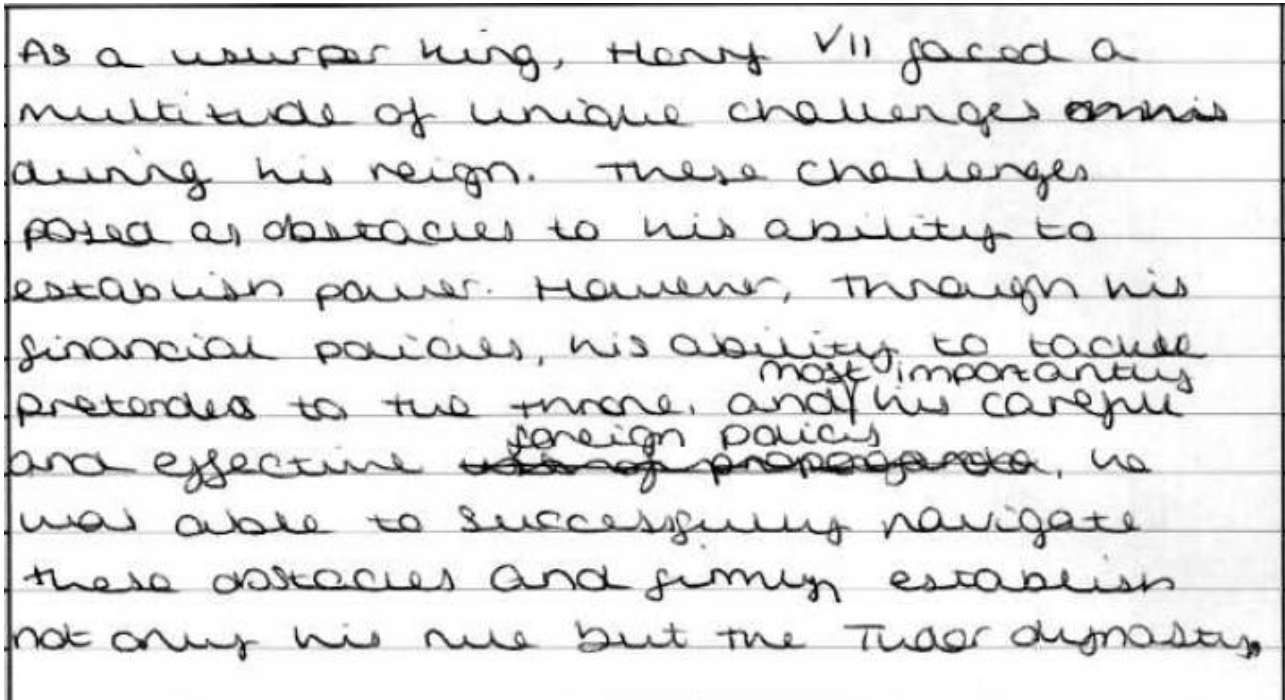
The student offers a balanced assessment of the interpretation. The argument posited by Hoskins is outlined and key aspects identified. Contextual knowledge is deployed to examine the extent to which Henry VIII ruled through fear. A judgement is made that, whilst the concept that Henry was feared can be debated, the view that his executions were arbitrary is highly convincing. Both convincing and unconvincing elements of Henry's foreign policy are identified and supported and a judgement made. There is an equally balanced assessment of rebellion. On the basis of their evaluation, the student rejects, Hoskin's overall interpretation of Henry VIII.

## Question 2

There were some very strong responses to this question. Students are, on the whole, very knowledgeable about the financial measures employed by Henry VII. Successful responses demonstrated how Henry used a range of measures to impose his authority over the nobility. These responses clearly recognised this was necessary following the turbulence of the Wars of the Roses. Successful responses also recognised that Henry needed to establish his authority over other groups too, most notably foreign powers. A number of responses also demonstrated the need to establish his authority over both local and central government. There was also a recognition that financial measures, namely taxation could also result in Henry's authority being challenged as in the Yorkshire and Cornish Rebellions.

The less successful responses presented evidence without linking it directly to authority, often citing Henry's early actions in dating his reign and marrying Elizabeth of York. The most glaring omission, sometimes even in otherwise stronger responses, was the absence of any mention of the pretenders. Henry VII was unable to establish his authority, either in England, or in Europe whilst there was support for Lambert Simnel, Perkin Warbeck and Suffolk. This was evidenced successfully by some students, with material on treaties with foreign powers limiting support for the pretenders, as well as the direct action taken to diffuse and defeat Simnel and Warbeck.

## Question 02 – Exemplification of Level 5 qualities



As a usurper king, Henry VII faced a multitude of unique challenges ~~on his~~ during his reign. These challenges posed an obstacle to his ability to establish power. However, through his financial policies, his ability to tackle pretenders to the throne, and his <sup>most important</sup> careful and effective ~~use of~~ <sup>foreign policies</sup> propaganda, he was able to successfully navigate these obstacles and firmly establish not only his rule but the Tudor dynasty.

Financial policies were ~~also~~ <sup>one of</sup> the most successful means by which Henry VII established his authority. After the long and hard fought Wars of the Roses, the financial conditions of the country were undoubtedly unstable. One way Henry dealt with this was through his use of Acts of Attainders. These involved seizing the lands and titles of nobles who presented a challenge or threat to Henry's government. This provided not only a way of gaining money, but also of controlling the nobility. However, these attainders, coupled with other financial policies like attacks on retaining - which fined nobles for every member of their household who was illegally retained, isolated and angered the nobility. This alienation of nobles, whilst an effective way of gaining an income, possibly hindered Henry's ability to establish power, & however he had other financial policies which also cemented

his authority. Henry used various forms of taxes, such as parliamentary taxes, feudal dues, and clerical taxes. These policies helped Henry to raise the crown's annual income from £3000 to £40,000. ~~which~~ This helped him to establish

authority as it meant he had a reserve of money he could use in case of war, and also to help the stability of the succession. However, these taxes caused resentment, leading to both the Cornish and Yorkshire rebellions in 1489. These rebellions presented a threat to Henry's authority as they challenged the effectiveness of Henry's taxes, particularly as they had interfered with the tin mining industry. Although, these rebellions did not challenge Henry's right to rule entirely, as the Lovell rebellion had previously, and so the threat was only a minor one. Henry also ~~had~~ established the Council

learned in law, which was responsible mainly for carrying out his financial policies. This was effective in establishing authority as it allowed Henry to have a tight ~~control over the crown's~~ <sup>control over the crown's</sup> ~~finances~~ <sup>finances</sup>, for example the effective use of wardship brought in £6000 <sup>which</sup> alone, compared to the previous £350 gained from wardship was an impressive feat. However, the council was hugely unpopular as it again furthered the isolation of the nobility, made worse by Henry's ~~limited~~ <sup>limited</sup> use of patronage. So, overall, although Henry did

drastically increase the ~~per~~ annual income of the ~~royal~~ crown, his financial policies were not as effective as they could be as they alienated the nobles and caused resentment, ultimately undermining Henry's authority.

The most effective way that Henry VIII<sup>th</sup> established his authority was his foreign policy, through which he established trade, alliances, and his dynasty. One way he was able to do this was the 1496 Intercursus Magnus. This agreement allowed Henry to trade freely with all parts of Burgundy, except Flanders. This was a huge advantage for Henry as the English economy was mostly based on cloth, and so the ability to increase trade would help establish England as an important foreign ~~to~~ player.

~~Furthermore~~ This is especially important <sup>as</sup> ~~due~~ due to England's geographical

position as an island, it was vulnerable to isolation. Furthermore, Henry established his authority through the ~~1496~~ Medina del Campo. This was a treaty with Spain that promised the marriage of Henry's

son Arthur to the Spanish ~~Princess~~ Catherine of Aragon. This was incredibly important as it signified that Spain was accepting Henry's legitimacy as a usurper king. However, the treaty fell apart after the death of Prince Arthur in 1502. This was dangerous for Henry as not only did he lose his link with Spain, but he also

lost an heir to the throne, as Arthur had been raised prepared to be the next king. This, made worse by the death of Henry's wife, Elizabeth of York, threw Henry's international and domestic authority back into question. However, the Truce of Ayton, marrying Henry's daughter Margaret to James IV, lessened the blow of Arthur's death. Although, instability was further caused by Henry's involvement in the Breton crisis during the late 1480s and early 90s, as he supported Brittany's independence from France. This put relationships with France into question, and was also a financial pressure on England as troops were sent to Brittany.

However, the crisis was safely resolved by the Treaty of Etaples, which ~~was~~ established Henry's authority in France and at home as the French king agreed not to offer support to pretenders. Overall, whilst there was some instability, Henry was successfully able to establish authority through his foreign policy.

However, it could also be argued that Henry VII's ability to tackle the threat of pretenders was the main <sup>reason</sup> ~~way~~ <sup>way he</sup> established his authority.

One of these pretenders was Lambert Simnel, who claimed to be a prince with a strong claim to the English throne. Simnel presented a rather limited threat.

However, as although he received support from Margaret of Burgundy, her son, the Holy Roman Emperor Maximilian I, was too busy to offer his support. This made Simnel's claim rather weak, and so Henry was successfully able to ~~then~~ establish his right to rule ~~over~~ over

Simnel's, who had even switched his identity and therefore was a far weaker threat. Perkin Warbeck however, the second pretender to the throne, posed a much larger threat as he had far more support. Again Margaret of Burgundy offered her support, this time with her son also backing Warbeck's claim. Warbeck also was supported by the Scottish king James, and the French - likely to distract Henry from the Breton crisis. However, Warbeck, even after receiving an income from Scotland, was so disgusted by Scottish behaviour that he refused to travel with them. This diminished the threat of his claim without any intervention necessary. Henry organised a treaty with James, who agreed to stop supporting pretenders. Similar treaties were agreed in France, and with Margaret.

Overall, it is clear that Henry was able to establish authority through his foreign policy. His financial policies, although effective, alienated the nobles and caused rebellion. His ability to deal with pretenders can



actually be attributed to his strong foreign policy as it ended with treaties signed internationally. These agreements cemented his right to rule as they proved that foreign powers accepted him as legitimate.

The introduction displays a very good understanding of the question by identifying the obstacles that Henry VII faced when attempting to establish his authority. The strategies used, including financial measures are identified. There is a developed analysis of a range of financial policies deployed to enable Henry VII overcome instability and to establish his authority. The counter argument is made that these measures also led to the destabilising outcomes of resentment and rebellion. There is well developed evidence to substantiate the judgement that foreign policy was the most effective means by enabling dynastic authority and removing support for the pretenders

### Question 3

There was a wide range of approaches taken to the issue as to whether there was a crisis of government in the years 1547 to 1571. Each response was assessed, as in all questions, according to the levels of response mark scheme rather than the indicative content suggested. The key issue was the extent to which students considered the issue of crisis.

The more successful responses considered the key issues of succession, religion, finance and the economy. Instability was often used as a proxy for crisis; for example, this was identified in the Protectorate of Somerset, and in the impact of policies of frequent and fundamental religious change. Successful responses considered the instability resulting from government decisions such as Northumberland's decision to promote Lady Jane Grey. Rebellions, such as the Northern Rebellion, which were linked to religious policies, were also evaluated for the extent to which they represented a crisis, the Prayer Book Rebellion and Wyatt's were considered in this context. The financial and economic policies of governments were considered, particularly the long-term consequences of the debasement of the coinage to pay for foreign wars. The short-term impact of the policies of Somerset in relation to enclosure were also examined and the significance of Kett's rebellion, and the wider commotions of 1549, assessed.

The less successful responses failed to consider what a crisis was, and produced a narrative descriptive account of government during this period. In some cases, these went little beyond the reign of Edward. A surprising number of responses failed to consider either the rebellions or the support given to the Deviser for the Succession.

---

## Question 4

This was the least popular of the essay options. However, there were some successful responses which showed a clear understanding as to the extent to which there was 'A Golden Age for All, in art, literature and music. Clearly, the key issue was 'for all'. Successful responses considered the cultural developments, particularly focused on the court and Elizabeth herself, and then evaluated the wider impact of the changes on the gentry and city dwellers. These responses assessed the impact of these developments considering the constraints of wealth, geography and gender. The limitations of rates of literacy for both men and women were discussed. The limited accessibility of performances of Shakespeare's plays, despite the provision for groundlings, was discussed. The issue of wealth and prosperity in facilitating access to the cultural changes was appreciated. The fall in real wages and the limiting factor of wage dependency was stressed as a key issue in preventing the extension of a Golden Age to all Elizabethans.

The less successful responses were often limited to descriptions of portraits of Elizabeth and the Globe Theatre. Other less successful responses gave accounts of poverty and the Poor Laws but failed to link these directly to the issue of art, music and literature. These essays were often shorter than the other essay on the paper.

## Further support

### Mark ranges and award of grades

Grade boundaries and cumulative percentage grades are available on the [results statistics](#) page of our website.

### Enhanced Results Analysis (ERA)

Use our exam results analysis tool to create and customise as many different reports for comparison as you like.

### Professional development

Attend one of our feedback [courses](#) where you can review example responses from students and commentaries from our examiners.

---

## Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

**Tel :** 0161 958 3861

**Email:** [history@aqa.org.uk](mailto:history@aqa.org.uk)