
AS

History

7041/1D

Report on the Examination

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General

The scripts suggested that students did make use of the time allowed for reading and noting on the extracts in preparation for writing their responses on how convincing they found the arguments put forward. Furthermore there was clear evidence of students planning their essay response, even at a limited structural level, and this, generally, facilitated responses that addressed more of the key elements required in a balanced argument. The majority of students showed a good appreciation of the character of both early Stuart monarchs as well being able to provide sound overviews of key content for both essay questions. While some of stronger responses integrated good conceptual knowledge in to their arguments it is clear that many would benefit from a stronger grasp of key early modern concepts. Very few students failed to complete both elements of the paper or proved unable to write something of relevance.

Question 1/extracts - on emergence of political and religious radicalism in the 1640s

There was clear evidence of a more ‘taught’ approach to the extracts in some responses compared to last year. The majority of students considered the two extracts in turn, addressing the main arguments of each, assessing each in relation to specific contextual knowledge, making some comparative comment in the body of their answer and developing the comparison further in their conclusion. In general many grasped and summarised the key message of each extract, although there was a clear tendency for more to struggle to deploy specific contextual knowledge in evaluating A’s focus on the immediate actions of Parliament in 1640 to 1642. The other area that needed development was sustained evaluation and the level of comparison. There were, nevertheless, a lot of excellent responses that focused directly on the specific question and deployed impressive context.

Q2 – essay – ‘The deterioration in relations between Crown and Parliament in the years 1604 to 1625 was due to James I’s views on monarchy.’

The vast majority of students chose to answer this question rather than Q3. Most answered it well, although there was a tendency for many answer to provide slightly too generalised responses on Crown-Parliament relations. In particular there was a marked tendency to focus on finance as a key factor. These were most valid when there was explicit and sustained comment on the factors and evidence selected. The strongest responses dealt with James’s views on monarchy directly as well as the constitutional dimensions underpinning all other factors, finance, foreign policy, favourites and religion. These answers tended to show more nuanced views of examples the majority were able to use, impositions, Union or foreign policy in 1621, particularly when linked to the Protestation of 1621.

Q3 – essay – ‘Charles I’s religious policies in England in the 1630s were successful’.

The majority who chose to respond to this question did so at a good level. Most showed good awareness of Charles’s policies and used the Scottish Rebellion effectively to make judgements about England. Weaknesses lay in developing explanation of the nature of Laudianism, how it could be viewed as a success and the nature of the opposition to it in England. Stronger responses were able to make comment on how the policies could be seen as a success by looking at the nature of opposition as well as the minority nature of Puritan views. When assessing opposition stronger responses were able to illustrate the importance of examples of underlying discontent. Stronger responses also showed some appreciation of the importance of chronology in assessing discontent, some linking this directly to the concept of the ‘coiled spring’ of discontent.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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