



AS

HISTORY

7041/1G

Report on the Examination

7041

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General Comments

There were fewer entries for the AS examination this year. In general, strong responses to Section A (extracts), question 01, identified the main and subsidiary arguments in each given extract and offered some balanced evaluation of these, backed by well-selected contextual own knowledge. Some students offered a developed conclusion wherein the extracts were compared, whilst others were more comparative throughout. Either approach was acceptable. Weaker answers were often descriptive in nature. Such responses tended to report that the 'extract states' or 'describes' this and that. This was then deemed convincing or not convincing. Such failed to consider what was being argued in relation to the question. Where own knowledge was used, it was too often over-descriptive and not effectively linked to the extract or the question. Many attempts at evaluation from weaker students were concerned with how 'true' the extracts were rather than the strength of their arguments. Such responses often believed that the main argument was contained in the first lines of the extract, when a full reading of the extract showed otherwise. However, many students produced strong responses in Section B (essays). Weaker responses in Section B often lacked a range of supporting evidence and balance of argument.

Section A

Q 01

Most students were able to identify the main arguments in Extract A and many offered some good own knowledge to support the argument that the working class conditions in the period remained poor. Many students referred to the unfit nature of those volunteering for the Boer War and the social surveys of Booth and Rowntree. Stronger responses were able to challenge some aspects of the extract argument too. For example, some responses made reference to the passage of social reforms, such as Old Age Pensions, by the new Liberals, to counter the extract's suggestion that the elderly were left upon the 'scrapheap'.

Some students, however, found Extract B more of a challenge. Weaker responses often approached this passage in a line-by-line manner and did little more than paraphrase or randomly quote from it -offering assertions only in their conclusions. Own knowledge was quite thin in such responses. Some students were confused by what was meant by 'local' government and spent some time describing national legislation. A few students were unsure what was meant by real wages. There was also a minority of students who evaluated the provenance and tone of the extracts, which is not a requirement for Component 1. Stronger responses used own knowledge to support and challenge each extract's argument. For example, some good responses contextualised the rise in real wages with the import of meats from New Zealand and Australia. They also cited the expansion of department stores and leisure activities. The stronger responses also challenged the extract by, for example, citing economic decline in certain sectors and the continued prevalence of seasonal work.

Section B**Q 02**

There was roughly an even split between the number of students attempting Q02 and Q03. Strong responses to Q02 contained a range of factors leading to the emergence of Liberalism. Most students had a good grasp of how free trade united the main groups and how broad the Liberals' Church was ideologically. Many made reference to Gladstone and his views on free trade. Stronger responses were then able to challenge the argument with a range of alternative factors, including the principles of Gladstone and the desire to reform outdated practices that benefited only the privileged few. Such responses offered a sense of rank ordering. Weaker answers tended to become quite descriptive about free trade policy or offered a limited range of support.

Q 03

The most effective responses to Q 03 provided a balanced assessment of the government's role in increasing land agitation. Good students analysed the impact of a range of actions, including the Land Acts of 1870 and 1881, and explained how they increased or decreased agitation. These actions were generally contrasted with a range of alternative factors, including the actions of landlords and the role of the Land League, for instance. Strong responses contained analysis, showing how these factors interplayed and this mostly produced clear judgment. Weaker students tended to approach the question in quite a descriptive manner. At times, students offered long descriptions of general agitation or of agriculture and/or the Land Acts themselves, but did not really address the question as to whether the policies increased land agitation. Weaker responses could also be over-general and drift in focus.

Mark Ranges and Award of Grades

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