
AS

History

7041/2P

Report on the Examination

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General comments

On the whole students tackled the paper well and used the time available to write some fairly substantial answers to both the compulsory question (Q01) and their choice of essay question. (Q02 or Q03). Of the latter Q03 was the more popular but both saw a wide range of responses.

Section A

01

As explained last year, there are three elements to this question: an evaluation of provenance and tone, an evaluation of content and argument (both requiring some application of own knowledge) and a comparison. Although these three elements did not need to be addressed in equal measure, and it was sufficient for the comparison to be dealt with in the conclusion, so long as it was properly addressed, something of each was expected in answers, and this was more commonly found this year than last.

On the whole students made some good comments regarding the provenance of Source A, with quite a few understanding the context of the Chinese invasion of Tibet. Some were able to link their contextual knowledge to the provenance and content of the source in order to address the question very successfully. Some, however, were a little confused about Tibet and its relationship to China, and felt that the fact that the Source A was from the Dalai Lama alone, must make it less valuable than Source B, which was an agreement signed by both Tibet and China. On the other, some students who did know a lot, wandered from the source and went into too much detail about background knowledge rather than focusing on the source.

For Source B, a reasonable minority did recognise that despite apparently being a plan signed by representatives of both sides, in reality Tibet had little choice in signing it. More able students recognised that this still made the source valuable in terms of understanding the view China wished to convey about their dealings with Tibet, although less so for the reality of those dealings. A large number, however, felt that Source B was more valuable because it came from both Tibet and China, even though some, in the end recognised that the statements being made were not very credible and some seemed to change their mind about the value of the source as it went on. Again, more able students were able to evaluate the provenance and content of the source in the context of their knowledge of the subject, and it was sometimes a lack of knowledge which hindered their ability to do this successfully, particularly where it led to misunderstanding of the provenance of the source.

Most students compared the sources in a final conclusion, with more able students recognising that Source A was of greater value given the provenance of Source B, but as stated above, some were not able to recognise this and this weakened their interpretation of the content of the sources as well.

02

This question was marginally less popular than 03 but still answered by a fairly good number of students, many of whom were able to write quite extensively on the subject, discussing whether the GMD were indeed in a strong position to continue the civil war against the CCP or whether they were not. What let some students down was a slight misreading of the question, which led to some arguing that it was the CCP who were in a strong position which was not what the question was asking. Whilst it could be relevant to contrast the weakness of the GMD with the strength of the

CCP, it needed to be done in the context of the question, which required focus on the GMD. Despite this, this question was generally answered well.

03

This was the most popular question and more able students were able to write in very good detail and to assess this question of radical change, and the degree to which radical change was actually experienced. Less able students tended to write more descriptively, although it was pleasing to see that most knew enough to address this question relatively successfully despite there being some sweeping assertions about improvements for the better from some students. Even so, this question tended to be answered well on the whole and enabled students who had revised well to demonstrate their knowledge.

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.