



AS LEVEL HISTORY

7041/1J

Report on the Examination

7041

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Question 1

This question required students to identify and compare the interpretations of two extracts written by historians. They were asked to assess which of the two provided the more convincing interpretation for the increase in British interest in Africa in the years 1857 to 1890. In general terms, Extract A put forward the view that the British public's interest was stimulated by David Livingstone and other missionaries, largely for moral reasons. Extract B, on the other hand, presented an argument that the main reason for the increase in interest was the prospect of wealth, particularly in Southern Africa. Most students were able to identify these key interpretations. The best answers were provided by students who focused on the key interpretations and offered a balanced evaluation of the extent to which they were convincing, with support and challenge backed up with well selected contextual knowledge. It was pleasing to see that many students challenged the argument presented, rather than criticising the extracts by listing information which was not included in them. Some responses did contain material evaluating the provenance of the extracts, which was not required. Many students came to a final judgement on which was the more convincing interpretation, although the less effective answers did so only briefly and with less substantiation or for reasons which were not well sustained. Less effective answers demonstrated poor contextual knowledge and understanding. Some students, for example, were aware of David Livingstone but could not add details of his work beyond that which was in the extract. Other less effective answers also moved away from the focus of the question and challenged parts of the extracts which were not relevant to interest in Africa.

Question 2

This was by far the more popular of the essay questions, and many students were able to engage with the question effectively. Responses generally showed a good knowledge of events which could be said to have been caused by European competition, and were able to balance these with other challenges. Most students chose to focus on conflict with indigenous groups and the Second Boer War, and a wide range of examples were deployed well. Some students also argued very effectively that disputes between European powers were generally resolved collaboratively and thus posed limited challenge. Less effective answers confused chronology and referenced events outside the time period, or lacked specific supporting details.

Question 3

This was the less popular question, although there were some effective responses. Some students were able to provide detailed examples demonstrating the continued or increasing importance of imperial trade and the balance this. Unfortunately, many students seemed to have learned a prepared response and didn't engage with the concept of change over time, just arguing that the Empire was or was not important to trade in this period. This was partially relevant, but not quite the focus of the question. Students should be encouraged to prepare for a variety of conceptual focuses and answer the question in front of them, rather than producing learned responses.

Mark Ranges and Award of Grades

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