
AS

History

7041/2H

Report on the Examination

June 2017

Version: 1.0

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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 Q02 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.

Most students were able to offer something on the provenance of both sources, with many recognising the viewpoint of the National Guard in Source A, although some were a little confused about where his loyalties lay. Accurate contextual knowledge was helpful here in enabling students to assess that he was one of the many national guardsmen that took part in the attack. Many were able to comment well on the tone of the source and relate that to its value as evidence although some discussed tone without reference to value, which obviously weakened the response. For Source B there was also some good comment on the author of the source and a good number of students were able to link the tone of the source to his purpose in writing. Some though resorted to basic evaluation, such as the idea that the fact the report didn't appear in the paper for another six days might make it less accurate, and, therefore, less valuable. More able students noted that this might have given the author the benefit of time in which to reflect on the day's events, and just a few suggested that this might merely be a consequence of the speed of travel in 1792.

For the content the vast majority of students recognised the events being referred to, though there were a few who were confused with other days, such as the October Days or the demonstration at the Champ de Mars. The best responses were those which identified the main points being made by the sources, rather than attempting a line by line approach, and used contextual knowledge to support or challenge them. For example the question as to whether the attack was premeditated or not as highlighted in Source B, was one which students with better contextual knowledge were able to discuss in the light of Robespierre's speech of July 29, the Brunswick Manifesto or the formation of the new insurrectionary commune on 9 August. The best performing students were those who focused on the sources and used contextual knowledge to evaluate them. Less able students tended to know less, and, for example, presume that the fact that the writer of B was writing for a British newspaper, meant that they could dismiss much of what he had written. Although rarer, there were some students who allowed their knowledge to dominate the answer, which then weakened their response which must be focused on evaluating the sources. It should also be noted that as a depth paper, it is possible to have a question which focuses on a specific day as this one does. August 10 1792 is clearly a very significant day and students are expected to have fairly detailed knowledge of this period.

Most students compared the sources at the end of the answer which was perfectly acceptable so long as there was a genuine attempt to compare their value in explaining the events of 10 August 1792, both from the point of provenance and content.

On the whole this answer was handled better than last year's source question.

Section B

02

This was the most popular question, answered by a large number of students and many maintained good focus on the question as they assessed the impact of the enlightenment philosophes and the degree to which they had weakened the monarchy before the meeting of the Estates-General. However, less able students tended to have less precise knowledge of the ideas of the enlightenment philosophes and how those ideas weakened the monarchy either in theory or in practice. The most able students were able to show how much of the difficulty faced by the monarchy in the lead up to the Estates-General was the result, in part at least, of enlightenment ideas, as they emboldened members of parliament to oppose the king and his ministers, even if it didn't necessarily make them more ready to give up their privileges. At the lower end, students offered all kinds of balance, for example events such as the Day of Tiles as responsible for weakening the monarchy rather than seeing such events as a symptom of the fundamental difficulties facing the monarchy at this period.

03

This question was attempted by fewer students. However, most students were able to give examples of how the power of the sans-culottes increased in this period although not all were able to show how this came about as a result of war. Even so there was frequently enough understanding to reach level three, and where there was reasonable balance, such as the economic hardship caused by war, students were able to access L4. It was sometimes the failure to link war to the factor being discussed whether sans-culottes or balance, which weakened responses. Alternatively it was a lack of precise knowledge which led to uncertainty about what happened within the dates in the question which led to lower marks. As a depth paper it is to be expected that precise knowledge will be required of fairly small time frames.

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.