
AS

History

7041/2G

Report on the Examination

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General comments

There were relatively few answers which hit levels 4 and 5 of the mark scheme for a number of reasons, but it should be remembered that this is a depth paper and specific knowledge is expected from students. With the essay questions 03 proved to be a more popular choice than 02 but lack of detailed knowledge proved to be a problem for many.

Q1

Regarding the sources question there was a tendency not to focus specifically on the value of the sources, but rather to explain what the sources were saying, by drawing on contextual knowledge. This content-led approach made it difficult to reward answers higher than level 3. There was also a tendency for students to either not discuss the provenance of the sources at all, or if they did, to do it in such a way that it was not related to the value of sources. Similarly there were attempts to talk about tone, but in ways which were not convincingly linked to value. There was also a tendency with some students to assume that because Pontiac's words were emotive or intended to persuade his fellow Native Americans to fight, they were of limited value, or to guess about the threat to white settlers without using the evidence of 'Pontiac's rebellion' to validate the threat posed. Some students chose to turn the question into a debate between which obstacle was more significant to white settlers rather than focusing on the value of the sources, or arguing that one source was more valuable simply because it covered the obstacle which was more significant. Less able students seemed to think that 'the Pontiacs' were a tribe. There were also inaccuracies regarding the length of the rebellion.

Better answers recognised that Pontiac was a chief of the Ottawa and that he persuaded other tribes to fight the British, and picked up on the implications that certain tribes had got on well with colonists and traded with them, but there were sweeping comments that all Indians had fought with the French during the Seven Years War.

Centres should refer to exemplar material on the AQA website regarding the structuring of source answers.

Q2

Many students who answered this question lacked sufficient detailed knowledge to write convincing answers and fell back on generalisations and regional differences/similarities rather than dealing with particular colonies and using them to support claims. There was also a tendency for weaker answers to go beyond 1760 in search of evidence to back up points. Less able students also had confused ideas of which denominations Protestantism includes, and tended to forget that most Americans were farmers in 1760 regardless of regional variation, and got confused about which colonies produced what. Better answers could differentiate between royal, proprietary and corporate colonies and give supporting examples of colonies which fell into those categories, and had a better sense of religious differences ranging from the Congregationalism of the north, the greater freedom of worship in the middle colonies and Anglicanism in the south.

Q3

The focus of this question was on the outbreak of hostilities in 1775 and essentially required students to focus on short term causes. Less able students tended to list all the problems between the colonies and Britain from 1763 onwards and asserted a link between them and what happened in 1775, whereas stronger students focused much more closely on specific incidents in the lead up to Lexington/Concord and Bunker Hill. Chronology also was confused in weaker answers regarding

the two Continental Congresses. Many students were under the impression that Gage was present at Lexington and Concord.

Better answers showed an in depth knowledge of Gage's role including such events as the Powder Alarm and Salem Confrontation and Gage's request to suspend the Coercive Acts before even getting onto Concord. More able students also used the Olive Branch Petition as a way of demonstrating the mind set of George III, rather than arguing that it contributed to the outbreak of hostilities, which did not really work given that the petition came after Concord and Bunker Hill. Stronger students also showed that incidents such as the Portsmouth Alarm in New Hampshire indicated that tensions were not confined to Boston and Massachusetts.

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.