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# History

7041/1G

Report on the Examination

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**Question 01**

Average responses to this question, placed in Level 3, often recognised the general significance of the Second Reform Act and the social reforms introduced after 1874 in the creation of a new brand of 'Tory Democracy' by Disraeli in this period. Supporting evidence at this level was relevant but lacking in depth. Some students in Level 3 struggled a little more with Extract B and did not provide much convincing evidence beyond Disraeli's motivation to 'dish the Liberals' in 1867. Stronger answers, in the two higher levels, were able to offer more precise evidence in their assessment of the extracts, perhaps highlighting the election results of 1868, 1874 and 1880 as examples of Disraeli's significance or lack thereof. At these levels, there was also a better appreciation of Extract B, often including references to the weaknesses of some of the social reform legislation of the mid-1870s such as the permissive nature of some of the acts. The best answers showed an impressive appreciation of Disraeli's place in the wider context of the development of the Conservative Party both pre-1867 and post-1880, thereby demonstrating good 'breadth' understanding.

Weaker responses, in Level 2, tended to offer generalised comments about Disraeli's significance taking the Conservatives in a new direction without providing much in the way of specific supporting evidence. Responses of this level often took a very literal approach to the extracts working through them line by line explaining what they meant without really analysing how convincing the arguments in the extracts were.

**Question 02**

Responses placed in Level 3 tended to offer a reasonable range of points but lacked accuracy and depth. The issue of 'socialist ideology' and its impact on the emergence of the Labour Party was not dealt with effectively by many students. Comments and supporting evidence about socialist ideology were often rather vague and lacking accuracy. For example, there were quite a lot of references to the impact of syndicalism in the emergence of the Labour Party, or assumptions that trade unions were socialist organisations. Students at this level were more confident in explaining the significance of the Reform Acts, the Lib-Lab Pact, the importance of the trade unions, the Taff Vale Case and the wider context of poverty in the period. However, due to a lack of genuine understanding of the role of socialist ideology, overall analysis and judgements were often quite limited.

The stronger answers to this question demonstrated a much more secure understanding of the nature and influence of socialist ideology in this period. Reference was frequently made to the role of the Fabians, SDF, ILP and socialist trade union leaders. The best answers were able to point out the limitations of the influence of socialism through examples such as the withdrawal of the SDF from the LRC, the avoidance of the word 'socialism' in the formation of the LRC, and the fact that whilst some prominent union leaders were socialists the bulk of their members were not. Most often these stronger responses arrived at a substantiated conclusion that highlighted a factor other than socialist ideology as the most important in the emergence of the Labour Party by 1906.

Weaker responses, in Level 2, showed little appreciation of the meaning of 'socialist ideology' and there were a worrying number who thought that this was the same as 'New Liberalism'. Students in this level were often able to offer some relevant comment and content on other factors but this tended to be quite generalised in nature about trade unions growing or poverty remaining a significant problem without linking these issues precisely to the emergence of the Labour Party.

**Question 03**

This question was equally popular as 02. Most responses only considered the political emancipation of women and did not offer examples of the social emancipation of women as anticipated by the markscheme. In awarding marks, however, answers which only considered the issue of female suffrage were still able to access all levels and marks. Some responses considered the initial impact of the First World War in creating opportunities for women to contribute to the war effort, which was relevant to the question as this was obviously in 1914. Average responses, in Level 3, were often quite descriptive in style with limited links to the question. These answers showed some good knowledge of the campaigns of the Suffragists and Suffragettes but were not analytical enough to access Level 4. More often than not, at this level, there was an assumption that the 'peaceful' campaign of the Suffragists achieved 'nothing', which demonstrated a rather superficial level of analysis.

Stronger responses showed a more developed awareness of the way in which the Liberal government responded to the campaign for female suffrage after 1906 and were able to argue with greater balance and subtlety about the degree of progress. These answers often focused on the fate of the Conciliation Bills and assessed whether this represented progress or not. There was also some consideration of a wider context in the better responses, for example an assessment of progress made in the late 19th century due to greater property rights and access to education. Weaker answers, in Level 2, were often very descriptive in nature with very little comment in relation to the question. Alternatively, some responses contained significant inaccuracies, particularly mixing up the Suffragists and Suffragettes, and therefore only offering comments which had a generalist relevance with very limited support.

**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.