



**General Certificate of Education
June 2011**

History 2041

Unit HIS3J

Report on the Examination

Further copies of this Report on the Examination are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Unit HIS3J

Unit 3J: The State and People: Britain, 1918–1964

General Comments

Overall candidates showed a good knowledge of the subject matter and were able to deal with the subject matter effectively. Some material was less well known by a minority of candidates. The General Strike question occasionally led to very general commentaries on the interwar economy and a few candidates were unsure about 'Consensus'. Material on MacDonald and Attlee was better known with strong answers produced on this question.

Question 1

01 Many candidates knew a great deal about this issue and a significant number were able to use their knowledge to produce very effective answers. In Level 5 candidates were able to utilise relevant material to produce an effective judgement. Many of these candidates were able to show distinctions between short and long term problems and were also able to produce a consistently analytical consideration of the factors leading to the strike, covering the roles of governments, mine owners, the Unions, (these candidates often made a distinction between the role of the mining unions and the TUC) and other factors, usually the problems besetting the British economy in this period. At Level 4 candidates were able to produce a balanced and mostly analytical account of these issues. Candidates at the top of Level 3 often showed a very detailed knowledge of the causes of the strike, although in many cases this drifted into narrative. At the bottom of Level 3 the knowledge was less detailed and often one-sided, with less emphasis on assessment. In Level 2 although relevant material was produced this was thin and lacked a focus on the question, often drifting into general economic issues or large chunks of description. There was also some assertion at the bottom of this level, e.g., *the strike was obviously the fault of the unions because they were the ones who gave support to the miners*. There was also some misunderstanding of the issues, with candidates claiming that miners were insisting on fewer hours with more pay. At Level 1 candidates had only a general and usually assertive understanding of the issues.

Question 2

02 Candidates performed less well within Level 5 on this question, as some appeared to struggle to completely support a judgement on the extent of 'Consensus' in the years 1951–1964. However at the top Levels the concept of consensus was well understood and a range of material was identified. Candidates within Levels 4 and 5 were also able to identify not only consensus but also differences within the parties themselves. Candidates used a great deal of evidence on foreign policies, but good answers were able to relate this to domestic issues. Within Level 4 the bulk of candidates were able to produce a balanced argument for and against the existence of consensus at this time, usually referring to a range of issues, such as the economy, the EEC and the Welfare State. Within Level 3 candidates were able to produce an assessment as to the extent of consensus with some supportive material on Welfare and economic policy although a few lapsed into description of issues such as Suez. Some of this was narrative and lower in the level was rather thin. Within Level 2 there was uncertainty as to the meaning of consensus and some candidates failed to focus on the relevant time period. In Level 1 there was very little understanding of the concept and very little relevant support.

Question 3

- 03** This was a popular question and one which showed solid knowledge across the time period, although there were fewer answers within Level 5 than there were for Question 01. Most candidates had a good knowledge of the two Labour Prime Ministers, although MacDonald seemed to be more well-known than Attlee, who was tagged on as an afterthought in some weaker answers. Candidates who achieved Level 5 were able to make synoptic links when comparing and contrasting the careers of MacDonald and Attlee. Good answers provided a balanced assessment of the achievements and failures of each leader and were able to provide a judgement on which was most successful. Considerably more candidates were able to produce an attempt at balance at the lower end of Level 4, although in many cases the focus at this level and at the top of level 3 was one sided and tended to give more material on MacDonald. Lower marks in Level 3 emphasised this focus or failed to develop assessment of success or failure. At Level 2 in many cases there was a failure to cover both leaders and although relevant material was used it was often descriptive and lacking focus on the question. There were a few who mixed MacDonald with Macmillan and others who failed to deal with Attlee at all. The Level 1 answers were generalised with very thin support.

Mark Ranges and Award of Grades

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

UMS conversion calculator: www.aqa.org.uk/umsconversion