



**General Certificate of Education  
January 2011**

**History 1041**

**Unit HIS2R**

***Report on the Examination***

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# Unit HIS2R

## Unit 2R: A Sixties Social Revolution? British Society, 1959–1975

### General Comments

Most candidates completed the paper in the time allocated, used the sources in 02, offered reasons in response to 03 or 05, and made some attempt at a balanced answer in 04 or 06. The only major problem with the type of response given concerned 01. Here, the need to find some similarities as well as differences in order to address 'how far' the sources differed in view, was not widely observed. Candidates for a future session may need reminding of the importance of addressing 'how far', as well as of the need to apply some own knowledge of the context of the sources, in order to obtain high marks.

This aside, it was encouraging to see the enthusiasm with which many candidates wrote about the 1960s. Most had a broad awareness of the decade's modernising trends, social changes and the accompanying problems they brought about, although what candidates had to say about these was not always backed by the factual detail and examples needed for this depth study. Major inaccuracy was rare, save for some chronological confusion in 02, but so was plentiful specific and precise supporting evidence, which examiners expect in convincing answers. There was also sometimes a lack of judgement or willingness to 'take sides', on the part of the candidates, and this was most apparent when candidates had insufficient grasp of the material to be able to advance and support a particular view.

### Question 1

- 01** Most candidates readily identified the differences in view between the sources and many were able to explain these by writing quite knowledgeably, although sometimes rather generally, about immigration policies, Enoch Powell and the economic and social position of Britain in the mid-sixties. Average and better candidates also saw some similarity between the views of the sources – in the importance of the issue at the time, the problems that immigration was causing (particularly in Birmingham) and the need to address the topic of whether to stop immigration altogether. Successful answers combined difference, context and similarity and provided a focused conclusion which confirmed the candidate's view as to 'how far' the sources differed.
- 02** Candidates often commented quite well on the 1968 Commonwealth Immigration Act, using the details of Source C as a basis for their answer. However, knowledge of other immigration and race relations measures between 1962 and 1971 was variable and sometimes non-existent. The best candidates, who possessed a secure understanding of government legislation and intervention, were usually able to analyse the success of governments well and write convincingly. However, those whose knowledge was limited chronologically were unable to address more than a part of the question, even if they were able to say something about the 'issues' using Sources A and B. A number also confused the events of the late 1950s (particularly the Notting Hill riots) with what was happening in the mid to later 1960s, and so weakened their case.

### **Question 2**

- 03** There were some very effective answers to this question. Most candidates were able not only to provide a number of reasons (usually involving affluence, more time off work and improvements in technology) but were also able to show how one factor related to another. Some, however, resorted to long lists of factors with limited discrimination between the types of reasons or the relationship between them, whilst a smaller minority described, rather than explained, the leisure activities.
- 04** Whilst there were some excellent responses that balanced a detailed understanding of the impact of car ownership against other factors promoting social change, all too often, candidates dismissed the importance of cars in a sentence or two and proceeded to write a pre-prepared answer on the causes of social change in the 1960s. Without some substantial discussion of the focus of the question, such essays failed to score highly. Furthermore, there was too often confusion between the causes of social change and the products of it, with an over-devotion to the importance of music and fashion. Another problem with some answers which were directed towards the impact of car ownership, was to ignore the key words 'social change'. Environmental issues were of marginal relevance here and some seemed unable to separate social changes from other effects.

### **Question 3**

- 05** Most candidates who concentrated on reasons wrote well, drawing on Heath's inheritance as well as itemising his own contribution to the mounting industrial unrest of the early 1970s. Answers offering several well-linked reasons (usually differentiating between the long-term or underlying problems and the immediate and specific causes of trouble) scored highly. There were, however, a small minority who spent too long describing the unrest, while a few assumed the problems were all of Heath's making and struggled to offer any range.
- 06** The best candidates paid due attention to the wording of the quotation and offered balance, either by assessing the contribution of governments to the modernisation of society, as opposed to other factors causing change, or by evaluating the success of specific government measures. Either approach could score highly when thoughtful comment was backed by suitable factual examples. However, those who simply debated the extent of change without reference to the given quotation could not reach the higher levels, whilst those who described how society changed were unable to rise above Level 2.

### **Mark Ranges and Award of Grades**

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