



**General Certificate of Education
January 2012**

History 1041

Unit HIS2H

Report on the Examination

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Unit HIS2H

Unit 2H: Britain, 1902–1918: The Impact of New Liberalism

General Comments

Most students completed the paper in the time allocated, with few students resorting to bullet points on their final question. It was pleasing to note that there are fewer examples of purely descriptive or narrative responses than in previous sessions. In addition, responses to the compulsory source based questions are continuing to improve in quality with students addressing the focus on 'views' in Question 1 (01) rather than merely offering descriptions of the source content. Students also clearly understood the need to explain similarity as well as difference in 01 and the need to incorporate the sources in 02.

Question 1

- 01** Many students were able to provide a number of similarities and differences between the views presented in Sources A and B, and this enabled them to move into Level 3. However, a number of students simply bolted on own knowledge, as they knew that this is a requirement of the question. Frequently, this knowledge did not assist them in addressing 'how far' the views in the sources differed. A number of responses also indicated that Emmeline Pethick-Lawrence was a Suffragist, despite her being identified as a 'leading Suffragette' on the question paper. This led to some inaccuracies regarding the differences between the sources. Many answers continued to remain in Level 3 due to the lack of clearly developed understanding, despite an awareness of the similarities and differences and a reasonable knowledge base. Few students commented on the sources reflecting a split within the WSPU. However, a number of responses recognised that the sources illustrated how the WSPU became more radical over time. Where this was supported by similarities, difference and suitable own knowledge, these answers achieved Level 4. Students 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.
- 02** Most students were aware that they needed to incorporate use of the sources and there were relatively few students who were restricted to Level 2 for failing to observe this requirement. Students made effective use of Sources B and C within their answers and recognised that Source C offered balancing arguments. However, some answers were less secure in their use of Source A. There were a small number of answers which were heavily reliant on the sources, offering relatively little own knowledge. Such answers only reached the lower marks within Level 3. However, some very good answers balanced the idea that militant tactics undermined the campaign for female suffrage, with an argument that the campaign was undermined to a greater extent due to other reasons, including party political concerns. Often, such responses explained how the individual parties were influenced by factors including the Irish Nationalist vote, the Trade Unions and concerns regarding which party the enfranchised women would support. Many students also had secure knowledge regarding the views of a range of leading political figures, in particular Asquith, Keir Hardie and Ramsay MacDonald and how these views affected the campaign for female suffrage.

Question 2

- 03** Many students were able to offer a range of relevant and accurate reasons to explain why Chamberlain's campaign for tariff reform was damaging to the Conservative Party. This meant that many students comfortably reached Level 3. This question was clearly part of the specification that is thoroughly understood. However, this often led to very lengthy introductions, which included explanations of why Chamberlain introduced tariff reform, **before** providing detailed explanations of how the policy damaged the Conservative Party. Students for a future session may need reminding that it is not necessary to write a lengthy introduction, but rather that students should focus on providing and explaining relevant reasons. However, some very good answers were able to develop links between factors and therefore comfortably achieved a mark in Level 4. For example, many students explained how the divisions within the Unionists over tariff reform were exploited by the Liberal Party, through their increased unity in support of free trade. Many also linked the idea that the threat of increased food prices was damaging to the Conservatives, particularly with the onset of the 'little loaf' propaganda campaign run by the Liberal Party.
- 04** This was a very popular question. The question offered students the opportunity to explore a wide range of factors that motivated the Liberal Reforms. There were few narrative responses to this question, with many answers explicitly addressing the question and providing specific and relevant support. This led to many answers being awarded **at least** Level 3. However, a small number of students failed to understand the question and chose instead to write about whether the Liberal Reforms were a success. Frequently, such responses also included detail about other reforms that were not related to welfare. A significant number of responses clearly understood the question but did not adequately address the focus of the question, which was New Liberalism and thus failed to achieve adequate balance. Such responses simply suggested that there was a move away from Gladstonian *laissez-faire* attitudes and a move towards increased state intervention, but were not able to provide further support to this section of their essay. Students for a future session may need reminding of the importance of addressing the focus of the question **and** 'other factors' in order to achieve Level 4. However, students' knowledge of 'other factors' was much more secure and detailed knowledge was offered on national efficiency, the findings of Booth and Rowntree and the need to implement social reform in order to court the working classes. Students were often very analytical in when considering these issues.

Question 3

- 05** This question was attempted by significantly fewer students and answers were generally less effective than answers to 03. Some students who answered this question adopted a more descriptive approach than those answering question 03, which was not as focused on explaining reasons. Students who answered the question in this manner were restricted to Level 2. Responses that did offer reasons were often focused on the short-term reasons to explain why Lloyd George became Prime Minister. Such answers concentrated on the successes of Lloyd George during the war and his manipulation of events behind the scenes. Students were then able to link Lloyd George's successes to the limitations of Asquith as a wartime leader and as a leader of the coalition. These responses, where accompanied by a further explained reason, achieved Level 4.
- 06** This question was attempted by significantly fewer students and answers were generally less effective than answers to 04. It was positive to note that some responses provided a range of evidence. However, there were a number of responses that lacked depth of evidence and simply described the propaganda posters of the period and the involvement of women in the war effort. A number of responses also only addressed the focus of the

question and failed to provide any comment or evidence to support the view that the government was unsuccessful in ensuring that the British people were fully involved in the war effort. Where students did provide balance, they often explained the role of conscientious objectors, with some demonstrating an effective amount of depth on this issue. Others argued that there was a much looser control of agriculture compared with industry.

Mark Ranges and Award of Grades

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