



**General Certificate of Education  
June 2012**

**History 1041**

**Unit HIS2R**

***Report on the Examination***

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools/colleges 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 schools/colleges 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 HIS2R*

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

#### **General Comments**

Most students managed to complete the required answers in the time given for this paper and the vast majority used the sources for 01/02, identified factors for 03/05 and achieved some depth and balance for the mini essays 04/06. Some students, however, focused too much on narrative detail for the 12 mark responses rather than identifying and analysing factors and a lack of clear balance, as well as of focus and clear range, adversely affected the quality of some of the 24 mark answers. The lack of genuine own knowledge and reliance on identifying differences of view rather than clear similarities remains an issue for many answers to 01. However, the stronger scripts showed a real willingness to engage with the questions and the issues raised by them in a sustained fashion with confidence borne out of having well prepared material. A general point worth noting, even for these students, is that having opinions and making judgements about the questions (e.g. 'how far' for 01), i.e. developing a clear line of argument, is needed for the highest marks. There was some balance between the number of students choosing 03 and 04 on the miners' strikes and Wilson and Heath, and those choosing 05 and 06 on immigration, but there was a fairly strong preference for the latter.

#### **Question 1**

- 01** Most students were able to identify the main differences between the sources on the attitudes towards the impact of the oral contraceptive pill; some of the better students drew the similarity that the sources agreed on the extent of the media interest in this new form of contraception. However, many students struggled to identify clear similarities of view and therefore failed to address clearly the 'How far?' aspect of the question. Own knowledge, in terms of establishing context, was fairly limited in many answers although some did put the pill into context, noting that it was originally only available to married women. Those that did manage to combine similarity, contextual own knowledge and difference scored highly.
- 02** There were some very strong and well-balanced answers to this question. Many of the stronger answers combined good use of the sources with clear line of argument and focused own knowledge to weigh up the importance of the oral contraceptive pill in bringing about cultural change. Many of the stronger answers effectively analysed the pill's importance by assessing its availability and the extent of opposition to it, as well as putting it into a context of the liberalising legislation of the 1960s and whether laws such as the Divorce Act or the Abortion Act had a greater impact. Many students made good use of Source C to broaden the argument to other factors behind cultural change such as the consumer society, with the role of television, youth culture, the car and general rising affluence given consideration. Perhaps a clearer focus on cultural change rather than merely general change could have sharpened the focus of some of the answers and there was an over-reliance on the sources in some of the weaker responses. Those who combined the sources with clear own knowledge to provide a line or argument scored highly in this question.

---

**Question 2**

- 03** There were some strong answers to this question where the students kept their focus on identifying factors rather than succumbing to the temptation of describing in detail the impact of these strikes, in particular the 3-day week. Many students were able to do so and identified a clear and well supported range of factors for why the miners resorted to strike action, and the better students put the strikes into the context of deteriorating industrial relations, linked to the difficult relationship between the unions and the Conservatives and the actions and policies of Edward Heath. However, there were many weaker responses to this question with a lack of clear knowledge hindering the identification of a range of factors.
- 04** Students who focused on the idea of ‘out of touch’ and also assessed both Wilson’s and Heath’s administrations performed well with this question. However, many students who answered this question did so in a very general fashion, focusing on general success or failure rather than the rather more specific ‘out of touch’ aspect of the question. Students were generally on firmer ground with Wilson, citing his determination to modernise Britain with a greater focus on the ‘White Heat of Technology’ as well as the liberalising legislation under his leadership, although some of the better responses pointed out that this was largely down to Roy Jenkins and that in some cases, such as the Sexual Offences Act and the abolition of the Death Penalty, Wilson was swimming against the tide of public opinion. A significant number of students either did not discuss Heath at all or only did so in a very cursory and general fashion. Stronger answers engaged clearly with assessing whether Heath and Wilson were in tune, in terms of their characters as well as their attitudes and policies, with the changes that were taking place in British society and formed conclusions based on that balanced analysis.

**Question 3**

- 05** This question was tackled with mixed success. Strong answers showed a wide range of relevant and valid factors, with many focusing on the concern at the growing numbers of immigrants entering Britain in the early 1960s, linking this to increasing economic concerns as well as evidence of growing racial tensions as shown by the Notting Hill race riots. Some of the stronger answers then linked all this to pressure growing on the floundering Conservative administration to act. Unfortunately, many students lacked accurate knowledge and understanding of the 1962 Act and many referred to Enoch Powell or the National Front and explained why later Acts were passed, thus gaining few marks. It may be useful to remind students who produce a list of factors, sometimes well developed, but do not attempt to show how the different factors combine, that this is needed for the higher marks.
- 06** Many students produced good answers to this question. Those who addressed the ‘most immigrant communities’ aspect of the question as well as understanding the idea of assimilation fared best. ‘Communities’ is a rather generic term and those students who broke that down into particular groups such as West Indian or Pakistani, or even second generation immigrants, were more successful in engaging more fully with the demands of the question. Many students produced a strong range of balanced and focused evidence and answers showed signs of strong preparation. Weaker answers were prone to describing aspects of immigration such as the ‘Rivers of Blood’ speech or got bogged down in the detail of the many pieces of Government legislation. A general point worth considering is that many students did give clear balance in terms of detail in this question but hindered their ability to achieve the highest marks by failing to create a clear and convincing line of argument, i.e. they had the knowledge but could have used it more effectively to give a clear view on the question rather than leaving this to a conclusion.

**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](http://www.aqa.org.uk/umsconversion)