

AS

History

1G Challenge and Transformation: Britain, c1851-1914
Report on the Examination

7041/1G
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General

In general, those that followed the advice from previous examiner reports produced the strongest responses. Responses for question 1 were well rewarded when they accurately identified the main and subsidiary arguments and then supported or challenged those arguments in relation to the question using carefully selected specific knowledge. Weaker responses took a line by line approach, offering abstract evaluation, description and little comparison. Such responses often believed that the main argument was contained in the first lines of the extract when a full reading of the extract would reveal otherwise. Many students produced some very strong responses in Section B. Weaker responses in Section B often lacked a range of factual support and balance.

Question 1

Most students were able to identify the main arguments in extract A and offer some good explanation on the part played by the Boer War and the social investigations of Rowntree (and Booth) to the development of New Liberalism. Stronger responses also picked up on the roles played by David Lloyd George and Winston Churchill in the shaping and advocating of the ideology. Few referenced the Rainbow Circle and the intellectual roots of New Liberalism and the mark scheme was adjusted to take account of this. Some strong responses challenged the notion of a moral imperative for New Liberalism and suggested that concerns over National Efficiency were a greater motivator. Weaker responses often described the extract and their own knowledge (if present) without it being linked to the question or offering clear evaluation. There is also a minority of students that are evaluating the provenance and tone of the extracts which is not a requirement for Component 1.

An important discriminator was whether students understood the main arguments given in extract B and were able to offer supported evaluation of it. Some responses did not pick up on the threat posed by the Labour Party as a catalyst for development of New Liberalism. Other weaker responses latched on to the comments about the 1911 National Insurance Act and used this as a springboard into lengthy descriptions of social reform Acts. Stronger responses clearly identified the main and subsidiary arguments and offered a supported evaluation of them. Good responses also offered balance by questioning for example, whether Labour really posed a significant threat, and some argued that New Liberalism emerged before the LRC was even formed in 1900. Such responses also made clear comparisons between the extracts and an overall judgement on how convincing they were.

Question 2

This was the most popular question from Section B and most students responded well. Many were able to offer a range of arguments to support and challenge the suggestion of economic decline in the period. Stronger answers often differentiated between different sectors of the economy and offered different reasons for the economic decline such as the climate, government policy, foreign competition etc. Some answers offered strong analysis about why change occurred and the interplay between factors. For example, some good answers noted international developments such as the ending of the American Civil War, German reunification and tariffs and evaluated their impact on the UK economy. Some offered some quite mature arguments to suggest the economy was simply readjusting. Reasonable responses listed arguments for and against with some range, development, analysis and judgement. The weakest responses lacked much factual support, whilst

some offered lots of contextual knowledge about the growth in the period 1851-1873 that preceded the decline.

Question 3

The most effective responses to question 3 addressed the role played by the Conservatives in weakening the condition of Ireland with support, balance and analysis. They were able to discuss various aspects of Conservative policy towards Ireland such as the Land Acts, public works schemes, objections to Home Rule and coercion. Some answers also considered the role played by Conservative leaders such as Salisbury's objection to Home Rule, 'Bloody Balfour' and Bonar Law's vocal support for the Unionists. Weaker answers however, skirted the issue in the question often offering little more than the Conservative blocking of Home Rule. Consequently, it was felt that those responses were not fully addressing the demands of the question. It is important that students give a thorough appreciation of the issue specified in the question.

Mark Ranges and Award of Grades

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