



AS-LEVEL HISTORY

Component 7041/2M
Report on the Examination

Specification 7041
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Component 7041/2M

Wars and Welfare: Britain in Transition, 1906–1957 **Component 2M: Society in Crisis, 1906–1929**

General Comments

The knowledge of students on the whole for this paper was quite impressive, with many students demonstrating an in depth knowledge of the issues and events of the period.

The essay questions 02 and 03 in particular resulted in an often well planned answer. Q02 proved the more popular, and on the whole was answered at a better standard than 03.

Section A

Question 1

There were three elements to this question: an evaluation of provenance and tone, an evaluation of content and argument (both requiring some application of own knowledge) and a comparison. Although these three elements did not need to be addressed in equal measure, and it was sufficient for the comparison to emerge in the conclusion (although many good responses did maintain a comparative element throughout the answer), something of each was expected (although not always found) in answers.

As far as the second element is concerned, the majority of students had little difficulty in understanding the content of the two sources and commenting on the opposing views which they represented. Some students who addressed content through a sentence-by-sentence (or even phrase-by-phrase) approach produced far less satisfactory answers than those who looked at the overall views represented in the sources. Most students were able to add in their own knowledge of the first Labour government, the problems they inherited and the limitations they were working within.

Evaluation of provenance and tone was generally less effective than consideration of content. Many students addressed the date of the source but only concentrated on the year of 1924 whereas those students who looked at the month of the publication of the sources were able to make much more valuable comments about the sources with Source B being published at the start of the Labour government and Source A towards the end. Weaker students also seemed to struggle with the relationship of the Labour Party and the Communist Party. A good deal of students wrote about provenance in far too generic terms with little specific detail relating to the sources.

In terms of the comparison, this was the weakest part of the answer. Those students who tried to compare the sources throughout were often the most successful. A majority of students, however, seemed to leave this comparison to a conclusion and then wrote a few lines as to which they found the most successful. There was little direct comparison of the sources and this would have improved many of the answers produced.

Section B

Question 02

Many students were well aware of many of the issues that the 1906 general election was fought on. Knowledge of the failures of the Conservative Party, in particular, was very impressive. There were, however, a large proportion of students who spent too little of their time focussing on the issue of Free Trade and many ended up with an essay that was more about the weaknesses of the Conservative Party with very little knowledge on the Liberal Party. That being said, most students were aware of the implications of the Free Trade issue and were able to end in specific campaigns that dealt with the issue. This question was both more popular and better answered than Q03.

Question 03

This question was less popular than Q02 and was on the whole not answered to the same standard. Many students seemed to ignore the date of the question and wrote information that went well into the 1920's. The answers to this question seemed to be more descriptive than in Q03 with all the aspects of society affected by war listed but not often linked to the question or the extent of change examined. There was also a large number of students who made errors about the Representation of the People Act giving all women the vote which of course is not the case. There was very little in the way of a conclusion by the majority of the students who answered this question. They were able to say that society had changed but failed to address the 'fundamentally changed' aspect of the question.

Mark Ranges and Award of Grades

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