

# A-level **History**

7042/2M Wars and Welfare: Britain in Transition, 1906–1957  
Report on the Examination

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June 2017

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Version: 1.0

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## General Comments

Overall the quality of answers was very good, and the demands of the new style of assessment did not seem to prove too challenging. Most students seemed to have understood that this was a depth paper and the knowledge on display was impressive. The source question overall was answered well and the essays proved to be successful.

### Question 1

This compulsory question was answered well on the whole. Most students were able to access the sources and make good use of them when answering the question. Weaker answers did not take the question into account and just gave an evaluation of each of the source individually. To be awarded in level 3 or above students needed to consider how the sources were useful to the formation of the National Government. The content of the sources proved little problems with almost all students able to use their own knowledge to explain the various aspects of the source content.

Provenance was done less well overall. There were lots of students making basic comments about the provenance, or just describing the provenance and not relating this back to value. In particular, students struggle with Source A. Many correctly pointed out that it had a neutral tone but then went on to say that it explained what Macdonald was thinking. Students also struggled with the audience for Source A. They did however cope much better with source B and C were able to make more detailed references to the provenance. Less able students made lots of unsupported comments about bias.

In terms of judgement the most effective answers had a conclusion after each source. Some students did an overall judgement but this was less effective as led to more of a comparison which is not required for this question.

### Question 2

This was the most popular question on the paper. Students were well prepared for this and their knowledge of the events was impressive. Weaker answers did not cover the full date range of the question, either stopping after 1918 or not covering the earlier part of the question (1912- 1914). Students seemed to find this question difficult to structure with some looking at the events chronologically and then assessing whether they were effective and others looking at all the ways in which Britain were effective in dealing with Ireland and all the ways they were ineffective. The former proved the more successful. Less able students tended to describe everything that Britain had done with regards to Ireland but then did not assess whether this was effective. This limited the answer to level 2. Good answers had judgement throughout which was then argued effectively in the conclusion.

### Question 3

This was answered on the whole very well. Students had good knowledge of Labour weaknesses in 1924 and were able to reference specific weaknesses, e.g. the Campbell Case, the fact they were a minority government and their relations with Russia. Less able students struggled more in developing an opposing argument but in the main students were able to explain the Conservative policies and the lack of opposition from the Liberal Party. Some students tried to balance by arguing that Labour were not weak and this was less effective but credited when done well. Many students also tried to include detail which dated back to the end of the War and this was credited when done well but was not hugely convincing in its links to an election in 1924. Many weaker students also included detail about the 1929 election as this was often confused for 1924. Stronger

answers had a range of interesting conclusions. On the whole, more able students needed more of a judgement as this is what would push answers into level 5.

**Question 4**

This was the least popular question, although those students who answered this did so well. Weaker answers strayed from the focus on economic and financial policies and concentrated on social policies. There was however, some excellent answers on the economic policies with a clear knowledge of the post war consensus. Again, more able students needed more development of judgement to get into level 5 but this question produced stronger judgements than 02 and 03.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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

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