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# A-LEVEL HISTORY

7042/ 2M Britain Wars and Welfare  
Report on the Examination

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**Question 01**

Students had some impressive knowledge of the media in the 1920s and the developments that had been made. This knowledge, in some cases was not used to support the evaluation of the source and thus did not help the students to answer the question. The most effective answers were able to link the provenance of the sources to the content and relate this to value. Less effective answers were more mechanical and tended to rely on generic comments relating to the provenance. Similarly, some students had little focus on the value of the sources, instead writing a commentary of what the source says.

**Source A**

Some students wrongly assumed the source had been written by Dr Marie Stopes, rather than being about her film which meant that comments on provenance was confused. Most students were able to use the content of this source well to discuss the media. There were some who concentrated too much on women's rights which distracted from the question's focus on the media.

**Source B**

Students had a good deal of knowledge on the BBC and were able to write confidently about its success and link this well to the question. Students were able to use their own knowledge about numbers of licences given and the values that the BBC promoted, such as not broadcasting on a Sunday. Provenance of the source was less well used with some students confused about what a Royal Charter was. Similarly, tone was not well understood in this source.

**Source C**

The provenance of this source was better used by students and many were able to comment on the persuasive tone of the source and how this reflected Liberal policy. The content was well used and linked to the 1927 Cinematograph Act with many students having a good knowledge of this act. Students seemed to find it easy to comment on the value of this source.

**Question 2**

This was the most popular of the optional questions. Students had a good knowledge of the 1906 election and were able to discuss effectively the weakness of the Conservatives prior to the election with good coverage of topics such as the Boer War, tariff reform, Taff Vale and the Education Act. Some students spent too long discussing Conservative weaknesses and thus did not leave enough time to fully develop the opposing side of the argument. The opposing side of the argument was less considered, although most students were able to make some comment on the Lib- Lab Pact. Stronger answers were also able to reference the Liberal Party's actions in identifying Conservative errors and the growth of the LRC. The most effective answers had judgement running throughout their answer as well as firm judgement in the conclusion. There, were many weaker answers who had included relevant detail but had little analysis of the question.

**Question 3**

This was the least popular of the optional questions. Good answers were able to comment on how both agriculture and industry had greatly suffered in the 1930s and balance this with elements that had shown growth or shown signs of recovery. Weaker answers tended to leave out agriculture all together and concentrate only on industry, with many answers giving too much focus to the growth seen in new industries. Similar to 02 there were many students who wrote relevant detail but failed to link this to the question. The best answers were able to come to a judgement about the extent of the suffering faced by both industry and agriculture in the 1930s.

**Question 4**

This was one of the more popular questions and was answered with varying degrees of success. The best answers were able to consider the extent to which lives had been transformed by the post war Labour government coming to a judgement about how far transformation had gone. Less effective answers focused almost entirely on the formation of the NHS and the introduction of prescription charges. Again, as in the previous questions there were many answers that had relevant detail but had very few links to the question. There were also more answers to this question which were unbalanced. Weaker answers did not consider the extent to which lives had been transformed so the answer became contradictory.

Overall there was a great deal of knowledge evident in this paper with most students being well prepared to answer the question. There were, however, many students who focused too much on including everything they knew about the topics of the questions, thus limiting the amount of direct comment and analysis on the question asked. Students should be encouraged to form judgements that they can use both in the conclusions of their essays but also be used throughout their answer.

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

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