



A-LEVEL HISTORY

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

7042/2M
June 2023

Version: 1.0

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Question 1

Students had some impressive knowledge of the context of the sources and of Ramsay MacDonald's political decisions. This knowledge, in some cases was not used to support the evaluation of the sources specifically and was irrelevant. 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 sources said.

Source A

This source proved accessible to students and they were able to make good use of the provenance of the source. Stronger students were able to include comments on the neutral tone of the source. Students were able to make good use of the content of the source and connect this to their contextual knowledge of the situation. Weaker answers were too focused on the timing of the source being before the resignation of MacDonald and thus dismissed the value of the source.

Source B

This source was well used by students on the whole. Provenance proved to be accessible and most students were able to make relevant comments about the source being a diary and written by a Conservative. The content of the source was well used and students were able to use this with their contextual knowledge of the political situation. Weaker answers tended to analyse the source line by line and analyse whether this was a true representation of the situation at the time. Stronger answers were able to take a more overall view of the source and comment on the value of both the content and the provenance.

Source C

This source was well understood. Weaker answers, however, became too focused on the author Clement Attlee and spent too much of the answer discussing his role and later achievements. Stronger answers were able to use the provenance of the source well and add comments about Attlee's position as a relative newcomer to the cabinet at the time. The content was on the whole well understood and most students were able to add contextual knowledge about the 'betrayal'.

Question 2

This was the most popular of the optional questions. Most students showed an impressive knowledge of the Liberal social and welfare reforms and were able to discuss how they dealt with the problem of poverty. There were a large number of answers that were mainly one sided where there was little consideration given to the success of the Liberal reforms. Good answers were able to consider how the reforms were a first step towards dealing with poverty. Students on the whole were able to make firm judgement as to how successful they felt the Liberal reforms were in dealing with poverty.

Question 3

This question proved to be popular. Students on the whole were able to write a balanced answer considering both the impact of the divisions in the Liberal Party and other factors that contributed to the rise in the Labour Party. Weaker answers became very descriptive about the divisions in the Liberal Party and did not link these to the rise of Labour. Most students were able to consider other factors such as the First World War and the Representation of the People Act that helped the rise of Labour. Good answers were able to come to a firm judgement about the rise of Labour and the reasons for this.

Question 4

This was the least popular question on the paper. Answers to this questions were on the whole very strong. Students were able to balance effectively arguments that Labour was deeply divided with arguments that suggested that they were not. This question led students to be able to make firm and effective overall judgements. Weaker answers tended to describe everything that Labour did post war and this approach limited their answers.

Overall there was a great deal of knowledge evident in this paper with most students being well prepared to answer the questions. There was an increase in answersthis year in students writing one-sided answers and students writing contradictory rather than balanced answers. Students this year were able to come to a judgement in their answersand they should continue to be encouraged to use judgement 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.