

AS

HISTORY

7041/2M: Wars and Welfare: Britain in Transition, 1906–1957
Report on the Examination

7041
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General

Question 01

Overall, students had a clear knowledge of the Easter Rising which they were able to use effectively with the sources. On the whole, provenance was evaluated less effectively than content with students relying on generic comments, particularly in source B. The provenance of source A was evaluated well by students, with most being able to add their own knowledge successfully. The weakest part of the answers in 01 was the comparison of the sources. In less effective answers this was done in a few lines in the conclusion. In the more successful answers this was done throughout by comparing both the content and the provenance and relating to these value. The most successful answers were able to come to a firm conclusion as to which source was the most valuable.

Question 02

This question was the least popular of the two essay questions but overall was answered well. The most successful answers were able to compare the threat faced by the government from Industrial unrest with other threats faced by the government such asg campaign for women's votes. Less effective answers were unbalanced and were less confident on industrial unrest. Whilst answers do not need to have equal detail on the differing threats, industrial unrest did need to be fully treated as it was the focus of the question. More successful answers were balanced but the judgements needed firmer substantiation.

Question 03

This was the more popular of the two essay questions and students were able to deploy a range of knowledge to create a balanced answer. Students had a good range of knowledge on economic issues and many were able to use an impressive knowledge of statistics to back up their points. Less effective answers veered away from economic problems and this meant that they lacked a focus on the question. Students found the question accessible and produced balanced answers to this question but, as with question 02, they need to be encouraged to substantiate their own judgements.

Mark Ranges and Award of Grades

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