



A-LEVEL HISTORY

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

7042
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Question 01

Students had a clear and often impressive knowledge of the formation of the National Health Service, although in some cases this did not help the evaluation of the sources and led to less able students spending too much time focusing on their own contextual knowledge without linking to the sources. 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.

Source A

This source was the least well understood. Students were confused about the authors and many thought that it had come from the Labour government and Aneurin Bevan. The content, however, was accessible, with many effective answers bringing in own knowledge on the Beveridge report.

Source B

On the whole, source B was well used with most students able to make intelligent comments about the opposition of doctors in the initial stages of the development of the NHS. Provenance in this source was also generally well used, with students able to use the dates and contextual knowledge of the British Medical Association to make comments about value.

Source C

Source C was used well by students, particularly in terms of the content. The provenance was less well understood with many students making generic comments about trade unions. There was also some degree of misunderstanding as to whom the Medical Practitioners Union represented. There were more students than in previous years writing over long analyses based on what the sources did not contain and this was given little credit. The most effective answers were able to give balanced judgements about each individual source with reference to both the content and the provenance. There were fewer students who tried to compare the sources than in previous years and this was pleasing.

Question 02

This was the most popular of the optional questions and was approached with a good deal of knowledge. There was a large proportion of less effective answers that focused mainly on the 1906 election and this limited the mark awarded. Evidence of events pre-1906 such as the Boer War was credited, but this needed to be linked to the question asked. The most effective answers were able to balance the weaknesses of the Conservatives and Labour party, both in the 1906 election and beyond, against the strengths of the Liberals at this time. There was a wide range of interesting and thoughtful judgements at the top end. Students should be encouraged to sustain judgement throughout their answer and not just rely on the conclusion.

Question 03

This question was less well answered than question 02. Students were able to make a range of comments on Baldwin's leadership and how this led to a Conservative recovery. The most effective answers balanced this against other factors that were important at the time, such as the weaknesses of the Labour and Liberal Parties. Students were also able to look at issues such as the extension of the Franchise and the Conservative Party's success at fighting elections. Less

effective answers tended to put too much emphasis on the Labour Party's weaknesses and focus on the Zinoviev letter. Students should be trained to produce appropriately balanced answers which focus consistently on the question. Whilst this does not mean that they need to split their answer 50/50, they do need to ensure they fully cover the issue raised in the question. More successful answers were able to write excellent judgements to this answer.

Question 04

This was a popular question and students' knowledge was impressive. Many students were able to use statistics in their answer to support their points and this was particularly impressive. More successful answers were able to balance the success of the National Government's economic policies economically with other factors. Students were also able to assess whether the policies were entirely successful. Less effective answers were not always focused on the economy, with many social elements being referred to. Where these were linked to the economic depression this was credited. This question more than the other two optional essay questions led to unbalanced answers and this made it difficult to gain marks in the higher levels. There was a range of judgements and these were all credited.

Overall, students' knowledge was impressive on the paper and many had clearly spent a long time preparing for the paper. Students should be encouraged to make their own judgements in their essay questions as this will help them make the best of their knowledge.

Mark Ranges and Award of Grades

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