

AS

History

2M Wars and Welfare: Britain in Transition, 1906-1929
Report on the Examination

7041/2M
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Question 1

Most students were able to answer this question well. The best responses were able to refer to both the provenance and content of the sources and compare their value in order to reach a judgement as to which was the most valuable. There were still many students who did not compare the sources and this therefore limited the marks awarded for the answer. Most students were able to include some good contextual own knowledge on the people's budget, including the constitutional crisis that followed. Some weaker responses wrote extensively about Liberal reforms which was not needed and weakened the answer. Provenance comments were generally well developed but weaker students took a more simplistic approach, for example stating that as Source A was written by Lloyd George it was biased and therefore not valuable. Most students were able to pick out that Lloyd George and Lord Saltoun were approaching the budget with different backgrounds and would therefore have very different views. The overall value of the provenance was dealt with less well than content. Content was generally accessible to students; however some students took a 'line by line' approach stating one sentence in the source was more valuable than the other. Overall the comparison of the two sources was the least well-done aspect of the question with still many students neglecting to do this. Students also need to ensure that they are connecting their answer to the question asked and connecting their evaluation of value to the topic in question.

Question 2

This question was the least popular of the two options. Most students were able to write a balanced response considering both how the government dealt effectively and ineffectively with trade unions. Many responses had an impressive range of knowledge of the Trade Unions in this time. Weaker responses were one sided with many students struggling to find reasons why it could be said that the government did deal with Trade Unions effectively. Judgement was not well developed in either this or Question 3 and this limited many students to the top of level 4 when their detail may have warranted a level 5.

Question 3

This was the most popular of the essay questions. Weaker responses were very general with limited evidence to back up claims. Most of these weaker responses were unbalanced and likely to either say that the role of women had completely changed. Weaker responses also wrote extensively about the Suffragettes before World War One which was, of course, out of the date range of the question. The stronger responses were able to consider the role of women both politically and socially and able to come to a judgement as to whether the role of women had radically changed. This was supported by specific evidence such as the Representation of the People Act and the Franchise extension as well as other legislation passed and more social evidence. The best responses were able to come to a firm judgement but many students seemed to struggle to make a judgement arguing first that it was radically changed and then contradicting themselves by arguing their role had not changed.

Mark Ranges and Award of Grades

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