



A-level HISTORY 7042/2M

Component 2M Wars and Welfare: Britain in Transition, 1906-1957

Mark scheme

June 2020

Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the experience of immigrants to Britain in the 1950s.

[30 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Source A is from a pamphlet entitled 'A West Indian in England'. This pamphlet was published by the government Central Office of Information to help those who had immigrated to Britain following the war, therefore, it is likely to present a positive view of immigrants and their experiences
- the date of the source is 1950 and this is shortly after the time of Windrush when the government had advertised for immigrant workers to fill jobs to help post-war Britain. It is therefore likely to present a positive view
- the source adopts a positive tone, despite dealing with some controversial issues and seems to be playing down the issues faced by immigrants.

Content and argument

- Source A starts suggesting that there is no deep-rooted prejudice against immigrants but that they do face some discrimination. This seems contradictory and the fact that the source is published at all suggests that there was a great deal of prejudice against those who immigrated into Britain and thus limits the value
- the source mentions the laws that are put in place to stop discrimination being allowed in public places, such as they must be served in cafés and allowed to stay in hotels
- the source is trying to show that there is little discrimination in England by suggesting that the case of the cricketer, Learie Constantine, only made it to the press as people were against the actions taken by the hotel. The source is suggesting that there is no prejudice in either political parties or from the general public and this is not entirely true and is likely due to the source giving a positive view
- the source paints an overly positive view of Britain and its acceptance of immigrants, comparing Britain to America and suggesting that race relations in Britain were much better than in the USA.
- the source is most valuable when it acknowledges that there can be little done to stop individual views on immigrants, using the example of people refusing to rent to West Indians. This suggests that there is some underlying racial tension and it is accurate to say that immigrants found it difficult to rent a place to live in certain areas.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Source B is written by a West African student worker who was writing to the Trade Union Council about issues immigrants had in maintaining employment. The fact that it is written by someone who may have faced similar discrimination adds value
- the source was written in 1954 and states that this is after an influx of West Indian immigrants. This is some time after the initial influx of immigration from the Empire so shows that immigration into Britain was still continuing some way into the 1950s. This date is valuable as it shows that there are some issues that the immigrants are continuing to face
- the source has quite an accusatory tone and is damning about the treatment experienced by some immigrants.

Content and argument

- the source suggests that many immigrants are able to find jobs but face discrimination once they take up these positions with the example given of someone not being shown what to do and this is likely to be representative of other immigrants' experiences
- the source suggests that there are a lot of immigrants who have come to Britain to further their study and the purpose of this is so that they can return home and help the running of their country. This is valuable as it shows that not all immigrants were prepared to take on low paid jobs
- the source is trying to show that these negative experiences of immigrants in Britain should be an embarrassment to Britain as it is a country which has 'democratic principles'. It is therefore trying to persuade the TUC that more needs to be done to help immigrants in securing and maintaining employment.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Source C is from an internal report to the Cabinet on immigration from 1956. This shows that immigration, and particularly the employment, of these immigrants was a concern for the Cabinet and that this was an issue that was being monitored
- 1956 is quite some time after the initial appeal for workers from Commonwealth countries, but clearly shows that there were still many people immigrating to Britain at this time and suggests that this was a concern and that the government was considering whether there needed to be something done to limit immigration. This is clearly a shift in attitude from the late 1940s and 1950s so adds value to the source
- the tone of the source is formal and positive although it is showing that many of the fears are unfounded so shows that there were concerns about the amount of immigrants at the time.

Content and argument

- Source C shows that there was concern in the Cabinet about the number of immigrants that were arriving in Britain and the impact that this was having on the country. The source mentions that the rate of immigration is not a major concern as it has not met the saturation point. This is clearly one of the key reasons for Cabinet concerns
- the source's key concern is employment and the source finds that most of those who arrive into Britain are employed. It accounts for the unemployment of those immigrants, firstly, by suggesting that it took them a while to settle in to life in Britain and, secondly, by suggesting that the areas in which they took up employment were those suffering from recession
- the source hints at prejudice faced by those immigrants by mentioning that many of those who were employed were often found jobless due to 'last in-first out' policies. This is mentioned in relation to

the car industry but does not make any reference to quotas that were in place in some businesses, such as Ford Dagenham

- the source is clearly concerned with the idea of immigrants coming to Britain and relying on the benefit system, which perhaps reflects the mood of the country, but finds that only half of the unemployed immigrants have had to make use of the welfare system
- the source does not mention discrimination and racial tension, but it is clear that this is an undercurrent at the time due to the concerns raised within the source.

Section B

0 2 To what extent did the British economy remain strong in the years 1906 to 1914?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the British economy remained strong in the years 1906 to 1914 might include:

- overall, the staple industries were still profitable and areas such as shipbuilding, iron and steel were increasing. The coal industry also remained profitable
- Britain was the world leader in banking, investment and insurance and London was still the commercial centre of the world. The reputation for stability held by the Bank of England encouraged foreign investment
- Britain still remained the largest foreign investor and the value of invisible earnings brought increasingly vast profits into Britain. These invisible earnings helped to compensate for the trade gap between visible exports and imports
- agriculture had some positives, with cheaper imports of cereals benefiting livestock farmers. There was also a demand in Britain for quality meat and fresh milk. This helped to create an increase demand for farm labourers, as shown in the 1911 census
- although Britain's share of world trade had fallen, world trade was rapidly expanding. This meant that in real terms more goods were being sold by Britain than ever before. The fact that Britain kept its policy of free trade suggests that there was little problem in trade.

Arguments challenging the view that the British economy remained strong in the years 1906 to 1914 might include:

- the late Victorian recession had seen Britain overtaken by both America and Germany in iron and steel output. There was also a growing trade gap as imports were growing faster than exports and Britain's share of world exports was in decline
- Britain was a low wage economy, which meant that only the upper and middle classes could afford to buy new manufactured goods. This meant that demand at home was relatively small. Britain had not invested in new methods of production which meant that it was starting to fall behind its competitors who had invested in these areas. There was a tendency to stick to traditional methods with British factory equipment. In the coal industry, for example, by 1914 only 8% of coal in Britain was mechanically cut compared to 25% in America by 1900
- the growth in industrial unrest suggested that there were problems in the staple industries in particular
- Britain had not invested in 'new industries' and they were falling behind their competition and having to import goods from America and Germany. The electrical industry was slow and many of the companies in Britain producing electrical goods were subsidiaries of American and German companies
- agriculture suffered from foreign competition. Grain from North America was sold more cheaply than British farmers could produce, with only ¼ of wheat sold in Britain coming from home farmers. The use of refrigerated ships also brought cheaper meat into Britain from Australia, New Zealand and South America.

In conclusion, students are likely to summarise that although there were some aspects of the British economy that were struggling, particularly in banking, the economy still remained strong. Despite issues, the staple industries were still profitable. Britain still maintained the lead in trade and invisible exports. Some students may distinguish between different sectors of the economy and whether they were all strong.

0 3 'Lloyd George's policies towards Ireland were effective in the years 1916 to 1921.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Lloyd George's policies towards Ireland were effective in the years 1916 to 1921 might include:

- Lloyd George was effective, initially, in negotiating the Heads of Agreement immediately after the Easter Rising of 1916. However, he was able to do this by giving different assurances to both sides and the deal was ultimately rejected
- Lloyd George effectively negotiated the Anglo-Irish Treaty. He was able to convince Sinn Fein to sign the agreement by suggesting this was their last chance to be able to make a settlement
- Lloyd George could be said to be effective, as he actively sought a solution to the Irish question and was prepared to negotiate with different sides in order to come to a solution.

Arguments challenging the view that Lloyd George's policies towards Ireland were effective in the years 1916 to 1921 might include:

- Lloyd George gave contradictory promises to both Redmond and Carson in the Easter Rising in his eagerness to solve the issues. He was not able to get the Heads of Agreement passed as many Unionist members of the coalition believed that he was allowing too much from the Irish nationalists
- treatment of those in the Easter Rising meant that Sinn Fein gained momentum and this continued to rise as anger at the British rose. This, coupled with Lloyd George's attempt to introduce conscription in Ireland, meant that relations were strained
- it could be said that Lloyd George harmed relations when he referred to the IRA as members of a 'tiny murder gang' and that they were unrepresentative of the Irish people
- the use of the Blacks and Tans by Lloyd George and their brutal tactics led to the deterioration of relations. This led to the events of Bloody Sunday on 21 November 1920
- though the Anglo-Irish Treaty was agreed in December 1921, hostility between Northern and Southern Ireland continued to grow.

Although there were many criticisms of Lloyd George's policy on Ireland, he did work hard to find a solution to the problems and was willing to negotiate with all involved parties. Students are likely to conclude that although neither side was completely happy by the settlement in 1921, that Lloyd George was able to get both sides to come to any agreement shows that he was effective in his handling of policies towards Ireland.

0 4 'There was no serious threat to the political stability of Britain in the years 1936 to 1939.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

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- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that there was no serious threat to the political stability of Britain in the years 1936 to 1939 might include:

- the abdication crisis posed little threat to stability. Baldwin attracted support from across the political spectrum, as well as from the public, over his handling of the crisis. Ultimately, this never became a serious threat due to Edward VIII accepting the views of Baldwin and the government and abdicating the throne so that he could go ahead with the marriage
- the BUF, although they did attract some support, posed little real threat as they failed to become a mass movement. They never translated the support they did have into government, as they failed to gain representation as a councillor or an MP. In the later 1930s, their ties to Nazi Germany meant that they lost support
- the CPGB never had more than 1800 members and the National Government were never seriously worried by their actions. Legislation passed by the government ensured that the police could keep their activities to a minimum
- legislation was used effectively to prevent extremist parties becoming a threat to stability. The 1936 Public Order Act forbade the wearing of political uniforms and gave the police greater power to control and even ban political meetings. The 1934 Incitement to Disaffection Act could be used to prosecute anyone advocating revolution or violence
- the Labour Party also helped to maintain political stability. Both the party and trade unions were led by moderates. The Labour Party rejected all attempts by the Communist Party to bring about a 'Popular Front' against fascism. Throughout the period, Labour remained the main opposition party.

Arguments challenging the view that there was no serious threat to the political stability of Britain in the years 1936 to 1939 might include:

- the actions of Edward VIII led to a constitutional crisis. His idea of a morganatic marriage further complicated the issue. A group of MPs formed the King's Party and they argued the King should be free to make his own personal decisions
- the threat from the BUF at the time could be seen as serious. Oswald Mosley was a great speaker and he gave hundreds of speeches up and down the country. The BUF had support from the Daily Mail and quickly grew their numbers. There was strong support in parts of London as well as in Manchester and Liverpool and Mosley's anti-Semitism attracted support in the east end of London
- the CPGB could be seen as a threat as members had prominent roles in some trade unions and helped to organise strikes, such as the Birmingham rent strike in 1939. Party membership had doubled and they were successful in having members elected to parliament. Furthermore, they did have support from some Labour MPs
- the key threat at the time was the rise in tension in Europe throughout the latter part of the 1930s. Though many in Britain agreed with the government's policy of appeasement, this became more unpopular throughout the 1930s. The outbreak of war showed that, ultimately, this was the biggest challenge faced by Britain at the time.

In conclusion, although the political stability was threatened, in the years 1936 to 1939, students are likely to argue that the stability was merely rocked and that many of the threats remained just that and never led to a real challenge to the political stability of Britain. The National Government were generally united in their approach and the public, on the whole, remained loyal to the main stream political parties.