



A-level HISTORY 7042/2M

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

Mark scheme

June 2022

Version: 1.0 Final



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, ie 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 media in the 1920s.

[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 letter from the Home Office and this shows how important the content of films was to the government that the Home Office was approving and censoring films before being able to be shown to the public
- the source is from 1923 so is from the early days of the cinema. The source reflects the initial concerns about the cinema being a place that may encourage indecency due to the content of the film being inappropriate for the cinema. This shows that the government was very much involved in the vetting of films in the early days of the cinema to stop them from becoming places that encouraged immorality and indecency
- Source A adopts a serious moral tone reflecting the concerns about the film and its appropriateness to be shown in cinemas.

Content and argument

- Source A outlines the actions taken to vet and amend the film 'Married Love' in order to make it what was deemed as appropriate for British audiences. The source highlights discussion of birth control as being one of the key issues with the film and how this was the key area that needed to be censored before it could be licensed
- Source A shows that the Board of Film Censors had considerable power in censoring films before they were released for public viewing. It also shows that producers of films were willing to work with the board in order for their films to be deemed acceptable and released to the general public
- Source A highlights the fears that people had at the time around the cinema. One issue was a fear that the 'darkness' would encourage indecency. Highlighted in the source is the concern about 'birth control' and how this was seen as inappropriate to be shown on screens, which again highlights fears around indecency
- Source A reflects the popularity of the cinema as it shows the interest taken by the government in the content of films to be shown and how there were modifications needed to be made before this film could be shown to a wider audience.

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

Provenance, tone and emphasis

- Source B is from the Royal Charter of the BBC and therefore is a factual document setting out its aims as well as its responsibilities and the way in which it will be regulated
- the purpose of Source B is to set out how the BBC would be regulated and what it was responsible for. This was important at the time as there was a fear that unregulated radio could be used politically
- the tone is very formal, reflecting the fact that this a charter. The fact that the source was created shows how the popularity of radio had increased and the need for the broadcasting of this to be regulated.

Content and argument

- Source B sets out how the British Broadcasting Company be conducted as a public corporation acting in the national interest. This reflects how important radio and broadcasting had become to the country and how it saw itself as promoting the national interest, such as by remaining neutral when reporting events and not accepting influence from other countries. The Director General of the BBC said it was there to 'inform, educate and entertain people' and it thus remained very serious in style
- Source B sets out how popular radio had become in Britain with the source stating 2 million people had applied for licenses and by 1930 this had increased to over 8 million. This reflects the importance that the BBC now had to the nation
- Source B sets out the roles the BBC has such as for education and entertainment purposes. This was done alongside a serious style with classical music and drama being the main content of its programmes. This was also important as many in Britain had initially feared that radio could cater for 'lower tastes' which was not something which could be said of the BBC
- the source is clear overall in its assertion that the BBC is a regulated corporation with strict rules and guidelines and above all needed to promote the interests of Britain. This was reflected in its adoption of British values, such as not broadcasting before 12:30pm on Sundays and then only broadcasting religious programmes. It also broadcast events which reinforced British culture such as Remembrance Day, Christmas services and annual sporting events.

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

Provenance, tone and emphasis

- Source C is from a Liberal MP, Walter Runciman, who was speaking in a debate in the House of Commons. The source reflects the traditional Liberal policy of individual rights
- the source is a debate on what later became law as the 1927 Cinematograph Act and therefore the purpose is to encourage changes to be made to the bill and therefore is persuasive in tone
- the emphasis of the source is on the quota act section of the bill and is trying to persuade that this element of the bill should be changed.

Content and argument

- Source C suggests that the cinema is popular amongst the British public and suggests that it is the public who pays for the industry and that there needs to be no more justification for the industry other than as a source of entertainment. It was thought that cinema would be short-lived as the public would not enjoy American films and accents and it soon became clear that this was not the case
- Source C also suggests that the British public should be able to receive the best films regardless of where they are made and this relates to the part of the Bill which wanted to place a quota on cinemas to ensure 7.5% of films were of British origin. The source suggests that this should not be the case
- the source compares the cinemas to the music halls and states that as it would be ridiculous to suggest such quotas in the music hall then so too it should be ridiculous to impose a quota on the

cinemas. Many film stars, such as Charlie Chaplin, started in music halls before going on to the cinema. The success of the cinema ultimately overtook that of the music halls leading to the closure of many

- overall, the source suggests that British cinema is not doing quite so well as other countries as otherwise the quota would not need to be introduced. There had been a notion that British audiences would dislike the American accents and American actors but this was not played out and American actors and films were the most popular in the British box office.

Section B

0 2 How far were the Conservatives responsible for the Liberal victory in the 1906 election?

[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 Conservatives were responsible for the Liberal victory in the 1906 election might include:

- the Boer War had an impact on the Conservative performance in the 1906 election as it had lasted longer and was far more costly than had been planned. The internment of civilians in Concentration camps had caused moral outrage in Britain. Closer to home, the Boer War exposed the amount of malnutrition and ill health present in Britain and the Liberals used this to their advantage claiming that the Conservatives had neglected the poor in cities
- the 1902 Education Act led to fury from Nonconformists who were outraged by the fact that their taxes would be used to fund these schools and they saw it as another privilege of the Church of England. This led to them supporting the Liberal Party
- the 'Chinese slavery' issue was a mistake for the Conservatives and led to a scandal. Chinese labourers who would work for low wages were being imported into South Africa and kept in overcrowded camps. This led to an outcry by Nonconformists of the treatment of these people and trade union fears that employers might bring them into Britain which would push wages down. This led to loss of support from both nonconformists and trade unionists
- the Taff Vale Case was a mistake for the Conservatives as it showed the government were unwilling to take the side of the trade unions. This led to the idea amongst workers that the Conservatives were fundamentally opposed to their interests
- perhaps the biggest mistake made by the Conservatives was tariff reform, introduced in 1903 by Joseph Chamberlain. Many middle and working-class voters were worried that tariff reform would lead to higher food prices and a fall in living standards. The issue led to divisions within the Conservative Party with Churchill famously crossing the floor to vote with the Liberals on free trade.

Arguments challenging the view that the Conservatives were responsible for the Liberal victory in the 1906 election might include:

- the Liberal Party made use of Conservative errors to promote their own interests. For example, during the Boer War it was the Liberals who claimed that the Conservatives had neglected the poor living in cities. The Liberal Party also exploited the issue of Free Trade vs Tariff Reform and introduced the idea of it literally being a 'bread and butter' issue with the use of big loaf-little loaf. The Liberal Party, therefore, were positioning themselves as the alternative to the Conservatives in 1906
- the Lib-Lab Pact of 1903 was a major reason for the Liberal victory in 1906. This pact meant that the Liberals would not oppose the Labour candidates in 30 selected constituencies in England and Wales where the Labour candidate was likely to defeat the Conservative candidate. The LRC also agreed to restrict the number of their candidates in other areas. This meant that the anti-Conservative vote was not split
- the issue of New Liberalism was a major factor in the election. New Liberalism believed that State Intervention was necessary in some areas to establish a 'minimum standard of life'. This meant that there was a need to provide support to prevent hard working people from becoming destitute. As many in Britain had started to worry about the social conditions shown by the Boer War this was a motivating factor for many to support the Liberal Party as they promised to tackle 'evils' such as poverty, low wages and insecurity
- the growth of the LRC also promoted the conditions faced by people living in Britain. The LRC was seen as a new force in parliament and though were not likely to win the 1906 election they were able to show that the social conditions that needed tackling. This in turn led to many supporting the New Liberal ideas which were ultimately successful in winning the election.

In conclusion, students are likely to summarise that the Conservatives were responsible for the Liberal victories due to many failures of their time in government. Conversely, students may conclude that it was the Liberals who were responsible for their own victory as they were able to exploit Conservative mistakes in order to lead to support for their party.

0 3 'Both industry and agriculture suffered greatly in the 1930s.'

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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- 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 both industry and agriculture suffered greatly in the 1930s might include:

- farmers were hard hit during the Depression with cereal farmers, in particular, being hard hit as the price of wheat fell by 50%. This had a big impact as many farmers rented their land so needed to create enough income to pay their rent as well as pay the wages of their employees
- the fall in prices led to many farmers abandoning their land or switching to other types of farming such as eggs or poultry production. This was problematic for agriculture as the switch in types of farming meant that there was less need for man power which contributed to unemployment. It also led to a high dependence on imports to make up the gap
- quotas and import taxes were introduced by the Conservative Party to try and protect prices for British farmers, particularly cereal. These taxes were imposed on a range of goods from Europe but this was not a long-term solution as there would likely be retaliatory tariffs from these countries which would impact on the general population
- staple industries were badly hit by the economic crisis and this was exacerbated by not being able to trade with the USA. Unemployment in the staple industries was much higher than for other industries, showing the serious impact of the economic crisis. Staple industries were hit hard by the government policy of closing down uncompetitive shipyards, mills and mines. This had a huge impact on towns such as Jarrow and pushed unemployment to above 70%
- trade of industrial goods was badly affected in the early 1930s as Britain still exported more manufactured goods than any other country. Government efforts to improve trade through quotas and the British Shipping (Assistance) Act all had a very limited impact.

Arguments challenging the view that both industry and agriculture suffered greatly in the 1930s might include:

- the government provided assistance in agriculture in the form of land drainage and soil improvement schemes. This, alongside better credit facilities and greater mechanisation, benefited agriculture
- the government set up marketing boards which guaranteed prices and therefore, gave farmers some security. This was a success for agriculture and by 1939 there were 17 boards which guaranteed prices for goods such as milk, potatoes and bacon
- the government scheme of closing down uncompetitive shipyards, mills and mines did have a positive impact on those that remained as they were able to attract new investment and, as a result, were able to introduce more modern machinery
- new industries such as motor car and aircraft were successful throughout the 1930s. Britain became the second largest car manufacturer in the world with numbers in production doubling between 1925 and 1939. This led to more workers being employed in these industries
- the staple industries did not suffer throughout the 1930s and by 1938 coal production was at the same level as it had been in 1928, whilst the steel industry was producing more in 1938 than it had in 1928.

In conclusion, students are like to argue that both agriculture and industry were badly affected by the economic crisis of the 1930s despite government efforts. Stronger students may deal with agriculture and trade separately and may conclude that one suffered more than the other.

0 4 To what extent had the post-war Labour Government transformed the lives of the British people by 1951?

[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 post-war Labour Government transformed the lives of the British people by 1951 might include:

- the creation of the NHS meant that, for the first time, many groups in society such as those on low incomes had access to health care. There was a major improvement in public health with infant mortality falling as well as major advances in health care
- the creation of the welfare state and the 'cradle to grave' idea meant that people were now receiving support from the government when they needed it most. This was achieved through the Family Allowances Act, National Insurance Act, Industrial Injuries Act and the National Assistance Act
- the Labour government built 1.5 million houses, most of which were council houses and a quarter of a million prefabs. The New Towns Act of 1946 meant that those living in slum houses or houses which had bombed were given houses
- the implementation of the Butler Education Act increased the school leaving age to 15 and made secondary education both compulsory and free, meaning that many could now access this who previously would have left school at a much younger age.

Arguments challenging the view that the post-war Labour Government transformed the lives of the British people by 1951:

- austerity had been relaxed but had run for over 10 years and was still continuing. Britain had suffered a recent fuel shortage and food import prices had gone up following devaluation. This, coupled with ongoing rationing, showed that lives were not transformed
- much of Britain was undergoing a housing shortage with an estimated shortfall of 700 000 houses. This number was estimated to be higher by independent experts. The quality of new housing was deemed to be good but this did not solve the problem of the shortage and the continuance of slum and pre-fab dwellings
- the new tripartite system of education meant that those who did not get into grammar school at the age of 11 were left with the feeling of failure. The technical schools did not receive the same level of resources and prestige as grammar schools so those who attended certainly did not have their lives transformed. The Government failed to make provision for secondary schools, with many staying in elementary schools until they left education
- the NHS differed in success depending on area and there were significant regional variations. Hospital buildings were often unfit for purpose and local health centres were slow to develop. There was also a shortage of trained staff. The introduction of some charges for prescriptions meant that again there were some who could not afford healthcare
- welfare benefits remained low and did not rise with inflation which therefore meant that for many, life was still a struggle. Industrial injuries' claims were difficult to prove which meant that many were left without support.

In arriving at a judgement, students are likely to conclude that, though there were great improvements made in people's lives due to the Labour government's welfare state, there were still many for whom life was a challenge and it would therefore be inaccurate to describe the lives as being transformed for the better.