



AS HISTORY 7041/2M

Wars and Welfare: Britain in Transition, 1906–1957
Component 2M Society in Crisis, 1906–1929

Mark scheme

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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, which of these two sources is more valuable in explaining the outcome of the 1929 election?

[25 marks]

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

Provenance and tone

- editorials are valuable for reflecting the standpoint/political view of a newspaper; this editorial is valuable for reflecting the Mail's concerns about franchise reform and, in particular, about how the proposed further extension of the franchise (the 1928 Act) will impact the 1929 election
- editorials reflect the opinions of a newspaper's owner, so the value of the source's provenance, and its prediction of the outcome of the 1929 election, can be challenged, given Rothermere's right-wing bias; the source might be thought less valuable because it was written some 18 months before the election was due to take place
- the source is valuable for its rather blunt or trenchant tone, reflecting Rothermere's deep-seated fears about the outcome of the 1929 election; men like Rothermere doubted that the lower classes and 'flappers' could exercise their newly won rights responsibly.

Content and argument

- the source accurately reflects the commonly held view that the extension of the franchise to younger voters, particularly women, would attract a new generation of voters to Labour
- the outcome of the election could be used to support the view: Labour did gain 3 million new voters as opposed to 600 000 for the Conservatives and gained the most seats
- nevertheless, the view can be challenged: the actual outcome of the election was a hung parliament; the Conservatives won the popular vote; many women held conservative values – even Emmeline Pankhurst stood as a Conservative Party candidate in 1927
- further, the wild prediction of the editorial suggesting electoral doom for the Conservatives proved to be hopelessly exaggerated.

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

Provenance and tone

- the source has particular value because of Bridgeman’s status as a political insider; a Cabinet minister under Baldwin and a close ally/friend of the Prime Minister
- as the reflection is from a diary, the source is valuable for reflecting a personal view that is not written for a wider audience; moreover, its context also lends value: written approximately a month after the election, the source is immediately contemporary but with sufficient passage of time to allow for some reflection
- the tone is valuable; Bridgeman seems very measured and ‘fair’ to Baldwin, but he can be criticised for some perceived bias in favour of his party and Prime Minister.

Content and argument

- the source is valuable for the judgement/argument it offers: Bridgeman seems to be arguing that the election, which they expected to win, was lost largely due to factors out of their control
- Bridgeman’s view can be challenged: an insipid election campaign (‘Safety First’); a backdrop of rising unemployment and economic depression; uninspiring policies (eg the Local Government Act); the unpopularity of the Trade Disputes Act; weak leadership, which Bridgeman does, gently, acknowledge
- Bridgeman’s analysis can be supported by events: the Liberals in particular promised radical action (‘We Can Conquer Unemployment’) and Lloyd George poured £40 000 of his own money into the campaign, enabling the Liberals to field far more candidates than in 1924 – the increase in three-cornered contests undoubtedly did favour Labour; Labour also felt it was in a strong position, winning political capital for opposing the General Strike and forcing the unions to moderation
- the argument that the Conservatives suffered from the swing of the pendulum seems, perhaps, less credible given their political dominance in the 1920s, though the Conservatives did lose several by-elections in 1927–29.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A has greater value given the political angst and unpredictability generated by the 1918 and 1928 parliamentary reform acts; for many Conservative supporters such as Rothermere the 1928 Act did seem a gift to ‘socialism’. However, students might conclude that Source A has less value because it is merely a reflection of Rothermere’s personal anti-socialist beliefs. Source B might be considered more balanced and, therefore, more valuable, though it also contains personal bias: it does downplay the strengths of the Liberals and Labour positions and Conservative weaknesses.

Section B

0 2 'The Labour Party remained weak in the years 1906 to 1914.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 Labour Party remained weak in the years 1906 to 1914 might include:

- Labour failed to heal its divisions, which persisted throughout these years; it was a long way from being a homogenous, united party; it almost split in 1914 over whether to support the war
- by 1914 only a minority of trade unionists had joined the Party; it had not succeeded in broadening its support base
- the Party played no meaningful part in the industrial disputes of 1911–14, alienating many working-class men; its relative ineffectiveness in this period led a significant number of trade unionists to turn to syndicalism (direct action)
- Labour's vote share actually slumped in 1910 and it failed to win a single by-election in the years 1911–14; the Osborne Judgement damaged the Party financially, as did having to fight two elections in 1910.

Arguments challenging the view that the Labour Party remained weak in the years 1906 to 1914 might include:

- Labour increased its parliamentary representation from 29 in the 1906 election to 42 in December 1910; it had emerged as a distinct force in the House of Commons
- it was able to influence the Liberals' reform programme: the Workmen's Compensation Act, 1906 and the Trade Disputes Act, 1906 resulted from Labour demands; the Payment of MPs Act, 1911 provided a huge boost to Labour, allowing working men to afford to stand as MPs
- the number of trade unions affiliating to the Party, including the powerful Miners' Federation, continued to grow; the Trade Union Act, 1913 ensured a steady flow of funds to the Party
- the 1910 election results, which significantly eroded the Liberals' parliamentary majority, made it more dependent on Labour.

It can be argued that the emergence of Labour as a permanent, albeit minority, presence in the House of Commons between 1906 and 1914 was a major achievement, ensuring that all parties could not ignore welfare reform and the condition of the masses. Nevertheless, it is clear that by 1914 Labour remained weak in a number of respects and had not yet established itself as a distinct alternative to the Liberals. Even the claim that Labour had a major input into Liberal social and economic reforms can be challenged. By 1914 the Party seemed in a slump, divided and in danger of remaining on the political fringes. It would take the First World War to make it possible for Labour to achieve its main goal of displacing the Liberals as the major progressive party in Britain.

0 3 'The First World War transformed the position of women in the years 1914 to 1918.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 First World War transformed the position of women in the years 1914 to 1918 might include:

- women's war work was instrumental in transforming popular conceptions of women as fit only for traditional roles
- by 1918, women made up one-third of the total workforce on the home front; in addition, many women joined the auxiliary services and many became military nurses. Their contribution to the war effort transformed attitudes in all parties in favour of a consensus for votes for women
- the enhanced spending power of women and the requirements of dressing for physical work led to changes in fashion, symbolising a new freedom for women
- the war gave women a much broader social experience, transforming women's self-assurance and independence.

Arguments challenging the view that the First World War transformed the position of women in the years 1914 to 1918 might include:

- despite the social changes brought about by female wartime employment, there remained a strong emphasis on women's traditional roles: 'keeping the home fires burning'; traditionalists continued to glorify motherhood and domesticity
- the unions resisted paying the same wage rates for women as men; classed as unskilled, the principle of equal pay for women was many decades away
- the increase in women workers was always regarded as transitory rather than a permanent social change; at the end of the war most women returned to their pre-war work or to the home
- women were not given the right to vote on the same basis as men.

It is clear that women made an unprecedented contribution as workers to the war effort and that their status and reputation was considerably enhanced as a consequence. It is possible to make a case that women's lives were, indeed, transformed by the First World War. However, students might argue that 'transformed' is an overstatement and that many of the gains achieved ended when the war ended. Perhaps a balanced conclusion might be that, in the short-term, the war instigated some significant change in the position of women but it did not result in permanent social advance. The underlying beliefs of employers, unions and many in government had not altered.