

AS History

7041/2M-Wars and Welfare: Britain in Transition, 1906–1957

Component 2M Society in Crisis, 1906–1929

Mark scheme

June 2018

Version/Stage: 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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

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.

Wars and Welfare: Britain in Transition, 1906–1957

Component 2M Society in Crisis, 1906–1929

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Lloyd George's People's Budget of 1909? **[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 have 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

- Source A was part of the Limehouse Speech given by Lloyd George to a crowd of over 4000 which justified his proposals for the People's Budget. It was given shortly after the budget was announced
- the tone of the source is persuasive to make it seem difficult that people could disagree with the content of the budget and the measures it was trying to introduce
- the language is simple and repetitive – intended to have an impact on an audience with only an elementary education.

Content and argument

- the source looks at the reasons behind the introduction of the People's Budget, telling us that it is to raise taxes that will be 'fertile' and go towards helping those in poverty
- the source fits in with the broader Liberal Welfare reforms and mentions those who the budget is designed to help, 'the old workman', and concentrates on the measures that were introduced to help the elderly, the old age pension
- the source is persuasive and introduces arguments about why these measures had to be taken, 'It is rather a shame for a rich country like ours, probably the richest in the world'. It only goes on to talk about how people should be willing to help those who are less fortunate and calls them, 'very shabby rich men'.

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

Provenance and tone

- Source B is from a House of Lords debate. This is particularly important as the budget prompted a crisis in the constitution as the Lords did not agree to the measures and had the constitutional power to reject the budget
- the tone is formal as it is part of a debate but is also very persuasive as it is trying to ensure support against the government and the budget.

Content and argument

- Source B suggests that the real reason for the budget was not to pass the measures but to create a crisis between the Lords and the Commons. The source implies that a class war was fomented by the government
- Source B suggests that the government had been trying to promote their policies with 'lower classes of society' and they had gained their support, not because of their measures, but because they enjoyed creating disorder
- the source suggests that the people that support these measures come from classes in society which would be classed as undesirable, such as criminals etc. This suggests that Lord Saltoun does not agree with the measure passed to 'help' this section of society.

In arriving at a judgement as to which source might be of greater value, students might conclude that as both sources come from opposite view points they both reflect the differing arguments of the time. Source A could be seen to be more useful as it refers to more of the measures passed in the budget, whereas Source B thinks that the main reason was to promote a crisis with the House of Lords.

Section B

02 'Governments dealt effectively with the trade unions In the years 1918 to 1926.'

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 suggesting that governments dealt effectively with the trade unions in the years 1918 to 1926 might include:

- trade unions adopted a patriotic mood in the war and negotiated a deal with Lloyd George which kept strikes to a minimum. The 'Treasury Agreement of 1914' meant that unions involved in war work would not strike and it was hoped that this would continue
- Lloyd George tried to improve Industrial Relations and in 1919 he brought the rail strike to an end and averted a coal strike by setting up the Sankey Commission to look at pay and conditions for miners. The commission recommended an increase in wages and a shorter working day which pleased unions
- the Samuel Report, which reported on the problems in the mining industry, was welcomed by trade unions. Baldwin's government offered financial support to subsidise miners' wages and owners' profits
- even in the General Strike, the government did not openly criticise the TUC and the strike was quickly called off by the TUC leaving miners to fight on alone.

Arguments challenging the view that governments dealt effectively with the trade unions in the years 1918 to 1926 might include:

- the incidences of strikes remained high
- Union membership after the First World War grew to around 8 million members by 1921 and this growth brought with it a mood of militancy
- the Industrial Recession greatly affected union relations, with strikes increasing and 86 million days lost to action in 1921. The Conservative dominated cabinet rejected the recommendations of the Sankey Commission and adopted a hardline approach using tanks and troops to end strike action
- the General Strike lasted for 9 days and showed how far relations had broken down. The government used armed forces and volunteers to maintain supplies. Baldwin used the press to turn the public sympathy away from the strikers and this eventually led to the TUC calling off the strike.

Students are likely to conclude that, though there was some attempt, relations between the Government and Trade Unions had broken down by the end of 1926.

03 'The role of women changed radically in the years 1918 to 1929.'

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 suggesting that the role of women changed radically in the years 1918 to 1929 might include:

- the 1919 Sex Disqualifications Act meant that women could not be barred from careers in law or the civil service. Women employed in clerical work increased throughout the 1920s and the development of 'new industries' also provided more jobs for women
- women were now enfranchised, firstly with the Representation of the People Act in 1918, allowing some women the vote and then this was extended in 1928 in the Equal Franchise Act, allowing all women over 21 to vote
- by 1929 there were 67 female parliamentary candidates. Women played a key role in organisations such as the NUESC which lobbied parliament to further improve equality of women. Local guilds and women's groups held lectures and groups to educate working class women
- fashion developed with flappers wearing knee length skirts and corsets disappearing. Bobbed hair became fashionable and more sports clothing, such as swimwear and tennis wear, became available for women. Women were seen in public more, they began to smoke and wear make-up. They attended cinemas and dance halls alone. Some women gained access to birth control.

Arguments challenging the view that the role of women changed radically in the years 1918 to 1929 might include:

- most women remained in jobs that were poorly paid, required long hours and low skills even if they were educated. The Government encouraged women to stay at home and have babies and in some professions, such as teaching and nursing, women were expelled after marriage
- women in politics still faced many prejudices. Parties would often only allow female candidates in areas they had no chance of winning. Overall women never made up more than 5% of MPs
- the changes in fashion and culture only affected younger and more middle class women. Working class and older women tended to stick to more traditional roles in the home, being less likely to work. Most women were not able to access birth control and family sizes remained at roughly the same level
- legal status of women in marriage not changed – men could divorce women on one 'ground' – women needed to prove more than 'adultery' such as desertion.

Students are likely to conclude that though women had experienced some changes to their lives and work in the 1920s on the whole women's lives were not fundamentally changed and women still did not enjoy equality with men.