

AS

# History

Paper 2M Wars and Welfare: Britain in Transition, 1906–1929  
Additional Specimen Mark scheme

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Version/Stage: Stage 0.1

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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 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.

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## AS History Paper 2 Specimen Mark Scheme

### 2M Wars and Welfare: Britain in Transition, 1906–1929

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why some women received the right to vote in 1918? | <b>[25 marks]</b> |
|----------|----------|--|-------------------|

*Target: AO2*

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

#### Generic Mark Scheme

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|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | Answers will provide a range of relevant of 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> 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.  | <b>6-10</b>  |
| <b>L1:</b> | The answer will <b>either</b> describe source content <b>or</b> 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.                                       | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

## 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

- This letter is from the more moderate group (NUWSS) who had been campaigning for 'Votes for Women' since the late 19th Century. They played a vital role in securing sympathy from across various sections of society and so their decision to write to the Prime Minister, setting out their arguments by 1917, makes it very useful for showing why many believed women should get the vote by this point.
- The tone is fair and considered, without any of the more confrontational aspects associated with the WSPU before 1914. However, it is quite insistent about the level of support for women's suffrage and its reasoning behind why it is now a necessity.

### Content and argument

- That many more people are willing to support the extension of the franchise to include women now, in 1917, than had been the case in 1914.
- The war work undertaken by women has proven that they should get a say in government.
- Women should be consulted on how the country can best be reconstructed after the social upheavals caused by the war.
- The fact that women's suffrage had been a popular issue before the war and that it must surely be dealt with now that an extension of the vote to include more men was being considered.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- the fact that some women would be given the vote in 1918, when they had not managed to achieve this before the war, suggests that this source outlines some very pertinent points about the importance of war work. The only real thing which has changed is the perception of women's suitability for involvement in politics

- the fact that only property owning women over 30 were granted the vote under the Representation of the People Act might suggest some lack of usefulness in this source; most of the women who had actually engaged in war work would not get the vote in 1918 as they were too young
- other issues, which are not considered in this source, might include the fact that it was felt necessary to enfranchise the working class men who had been fighting and dying in such huge numbers. A few women were tacked onto the bill as a way of trying to prevent a reoccurrence of the Suffragette violence which had ensued before the war.

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

### **Provenance and tone**

- Written by Emmeline Pankhurst, this source is very useful as it is an eyewitness account from someone intimately involved in the campaign for Women's suffrage. As such, it is defending the militant approach which was adopted by the WSPU and explains why this was deemed to be necessary.
- Written in 1914, this source cannot know that votes for women would be secured in 1918, but it is certainly positive in tone about the relative success of the militant approach between 1906 and 1914.

### **Content and argument**

- This source argues that the campaign for an extension of votes to include women had a lot of support in theory by 1906, but this had not actually translated into any positive legislation. Hence the need of the WSPU to take 'direct action' and try and force the issue with the very men who could make a practical difference.
- The source shows that the WSPU targeted all of the neutrals, as well as those who were openly opposing the enfranchisement of women. Their purpose was to raise the profile of the movement and attract attention which could not be ignored by the government.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- the suffragettes certainly raised the public profile of the movement, getting many front page headlines through increasingly militant actions which included public disorder, damaging property and even physical attacks on prominent politicians like Churchill and Lloyd George
- by the time of writing in 1914, a Conciliation Bill had been blocked by the Speaker of the Commons, but did indicate that votes for women would be gained at some point in the future, backing up the source's belief that militancy had helped
- the WSPU had gained more public sympathy and support because of events like the death of Emily Davison in 1913 and the introduction of force feeding and the Cat and Mouse Act, which was deemed inhumane in many circles.

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In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source A is more moderate than Source B. In B Pankhurst is clearly trying to justify a series of actions which were heavily criticised by many at the time, and did lead to prominent male figures removing their open support for votes for women (Lloyd George being a case in point). A is providing a more moderate and considered argument and its proximity to the change in the law suggests that it had more relevance upon the decision making in 1917. However, both sources have their uses as they show two opposing views about the extent to which militancy or war work was a better tactic. Any supported argument as to relative value should be fully rewarded.

**Section B**

**0 2** 'It was the First World War that caused the failure of Home Rule for Ireland.'

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 it was the First World War that caused the failure of Home Rule for Ireland, might include:**

- the formation of a coalition government in 1915 changed the balance of power at Westminster. Before this, Redmond and the Irish Nationalists had held the balance of power and so the Liberals had been effectively forced to rush through the Third Home Rule Bill. After the coalition was formed, the Conservatives would now play a prominent role in government, as would Ulster Unionist leader Edward Carson, who joined the Cabinet. This made the eventual enforcement of the delayed Home Rule Bill (on the statute book by 1914, but suspended) less of a certainty and some Nationalists started to become impatient with Redmond's slow approach
- Nationalist opinion was further offended by a number of slights; the UVF were allowed to form their own division in the British Army, where the Irish volunteers were not. Equally, Redmond's own son was refused a commission to become an army officer
- in 1918 the attempt by Lloyd George's government to introduce conscription across Ireland was bitterly opposed by Nationalists and Republicans alike
- the failed Easter Rising of 1916, which had been trying to set up an independent Irish Republic according to its leaders, did not attract much public support and was easily quashed by the British Army. However, the execution of sixteen of the leaders made them into martyrs for the Republican cause. At this point many of those who had been committed to Home Rule started to support the idea of a completely independent Irish Republic
- the British government, in the aftermath of the Rising, actually decided to release several hundred rebel prisoners in 1917, in an attempt to claw back some support. However, this had the opposite effect and this simply meant that there was now a strong and committed Republican force in Ireland before the elections of 1918
- all of this led to strong support for Sinn Fein in the 1918 election, where they won 73/106 Irish seats, campaigning on a ticket of a free Irish Republic. By this point Home Rule was dead in the water and a settlement about Ulster unlikely, as indicated by the Anglo Irish War.

**Arguments challenging the view that it was the First World War that caused the failure of Home Rule for Ireland, might include:**

- despite the passing of the Third Home Rule Bill and its entry onto the Statute books, this does not mean that it was accepted by everyone within Ireland. The Ulster Unionists had made it clear that they would oppose Home Rule by 'any means necessary' in the 1912 'Solemn League and Covenant' and Andrew Bonar-Law had offered Conservative support to this position
- the actual passage of the Act through the Lords had been blocked, by use of their now temporary veto and the protracted timescale had allowed both sides to form paramilitary groups and to organise weapons and ammunition



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- the 1914 ‘Curragh Mutiny’ underlined a lack of control over the Unionist dominated British Army in Ulster and clearly showed that the government might struggle to enforce the Home Rule Bill, despite its passage into law
  - in July 1914 a conference was held at Buckingham Palace to discuss the partition of Ulster. The various interested parties wanted to determine which Northern counties would be excluded and whether this would be permanent or not. In the end, nothing was decided
  - when war broke out in August 1914, it is believed that a Civil War in Ireland was a distinct possibility. Asquith only ensured Irish and Ulster support for the war effort by agreeing to suspend the Home Rule Bill and also by promising an amending act to deal with the (as yet) unspecified exclusion of Ulster.

Students may conclude that the First World War simply made the Irish Question more complicated and made Home Rule less likely to be accepted or implemented. In 1914 both sides were incapable of reaching a decision and the war actually helped this impasse; both Unionists and Redmond were willing to compromise in 1916, but the Home Rule movement had lost relevance as a result of the Easter Rising. The problem lay with Asquith’s decision to press on with the Home Rule bill before agreeing what would happen with Ulster. Some candidates might argue otherwise, which should be credited if it is supported.

- 0 3** 'Post-war governments completely failed to solve the economic problems they faced 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.*

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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 post-war governments completely failed to solve the economic problems they faced in the years 1918 to 1929, might include:**

- after the First World War Lloyd George had made ambitious promises about 'Homes for Heroes' and Reconstruction. However, there was a massive overspend, especially by Addison as Minister of Housing and the government was accused of 'waste'. Huge cuts had to be made in 1921 through the Geddes Axe, which suggested a huge problem with the economy
- in 1923 Baldwin's solution to the unemployment issue was to introduce protective tariffs, which would help British industry to recover. The indecisive result in the ensuing election rendered the tariffs a moot point as a Labour government took office instead
- despite high hopes from many, MacDonald's minority government was neither strong enough nor brave enough to commit to any significant change on the economy. He knew that he had to seem 'responsible' and so refused to follow an overtly socialist agenda. This meant that, when threatened with serious strike action in 1924, MacDonald made it clear that he would use the Government's Emergency Powers if he had to
- the long term decline of British industry was not halted by the post war governments and the root causes of the problem were not understood. Churchill's response as Chancellor was to follow orthodox theory and return Britain to the Gold Standard at the pre-war parity in 1925. This made British exports even more expensive and undesirable and was a contributory factor to the General Strike
- unemployment remained at over 1million for the entire 1920s and no government seemed capable of tackling this. This, in itself, caused problems as many of these men were eligible for unemployment insurance, which had not been planned or designed to deal with such numbers. The failure of the Conservatives in the 1929 election underlines the lack of public support for their economic record. Both Liberals and Labour had more attractive suggestions in their manifestos.

**Arguments challenging the view that post-war governments completely failed to solve the economic problems they faced in the years 1918 to 1929, might include:**

- in the period 1924-9 the Conservatives did introduce some measures which would help improve the economy. Most notable was probably the establishment of the Central Electricity Board which would eventually allow the use of electricity all across the country through the National Grid
- the Conservatives, mainly under Chamberlain as Minister for Health, managed to introduce some reforms which did have a positive impact on the economy. These included the introduction of PACs and the relieving of industrial property and railways of  $\frac{3}{4}$  of the local authority taxation they had to pay
- the short-lived Labour government of 1924 did manage to introduce the important Wheatley Housing Act which granted subsidies to local authorities so that they could build houses for rent. This helped the economy in several ways
- MacDonald's Labour Party also spent some money on public works schemes to help with unemployment.

Students may argue that successive governments did indeed struggle to manage the economic problems they faced. This was possibly because they failed to appreciate the long term decline which had taken place within British industry and they thought that a typical orthodox approach would mean that the system would eventually right itself without any need for serious government intervention.