
A-level **HISTORY**

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

Mark scheme

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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A-level History Paper 2 Specimen Mark Scheme

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

Section A

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| 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 living conditions in the 1930s. |
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[30 marks]

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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|------------|---|--------------|
| 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.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. For example, they may pick out elements of similarities shown in Sources A and B, which are not mentioned in Source C. They might also compare the geographical differences of the places being discussed in the sources. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

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

Provenance

- this source is essentially an eyewitness account of the living conditions within York in the 1930s. Detailed surveys were undertaken and the results compiled and compared with an earlier survey of 1901. There is a lot of statistical evidence to support the conclusions made, including details on working hours, wages, food consumption, family size etc.
- as a philanthropist, Rowntree probably had a motive in his work; to persuade others that more needed to be done to support the poor and those living on or below the poverty line
- Rowntree is only looking at York in one year. This obviously limits the usefulness of the source for historians considering the nature of the whole decade, across the whole country.

Content and argument

- the source discusses some of the positives about life in the 1930s; the improvements in health and education and better opportunities for leisure time – most notably the development of the cinema, which was very popular with people of all classes in the 1930s
- the source also discusses the very real fact that many people, around 30% in York, were living on, or below the poverty line. This helps historians to appreciate the divide which still existed in society and the fact that, for a significant number, life in the 1930s was one of starvation and poor living conditions.

Tone and emphasis

- the source has a clear agenda in its style. It is accepting that there have been significant improvements since 1901, but is pointing out that there should be ‘no

cause for satisfaction' that many are living in poverty. Rowntree is clearly trying to persuade his readers that more intervention and help is necessary.

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

Provenance

- the author here has a clear agenda in his writing. He was commissioned, by a committed social reformer, to specifically investigate living conditions and unemployment in the depressed areas of northern England in the 1930s. Orwell himself was in favour of socialism as a method of improving the poverty which he witnessed
- this source does provide a detailed, eyewitness account with specific examples to support the conclusions drawn, but the specific nature of the areas studied will make the source less useful for considering the whole country across the whole decade.

Content and argument

- the source provides some good examples of how the 1930s were, indeed, a 'Devil's Decade' for some people. Clear examples provided include the living conditions of working class men and the impact of the 1934 Means Test
- the source also provides some contrast of life in the industrial North versus life in the more affluent Midlands/South. This is useful for allowing historians to see that there was a regional divide, especially when it came to unemployment. Orwell believed that unemployment statistics completely understated the extent of the problem.

Tone and emphasis

- the source is clearly emotive and has an agenda. This is seen in the style of language – the 'cruel and evil effect' of the means test. Orwell is criticising the lack of help provided by the government for the most depressed areas. However, the evidence does back up the findings made in the source, so it remains very reliable, so long as the regional nature of it is remembered.

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

Provenance

- here, once again, the author has an agenda in his writing – he wants to achieve social change and sees a way of doing this through emphasising the regional and class differences across England
- Priestley did travel around large parts of England and drew contrasts between the different areas – this makes him quite useful for historians who are trying to determine what life was like in different areas. Here, he is describing the new towns which have developed in the south and the Midlands (like Milton Keynes for example).

Content and argument

- the source discusses the consumer boom that typified the 1930s for many people, especially those who had steady employment; mass production, hire purchase and

credit allowed for consumer spending (e.g. in Woolworths and on cars and leisure activities). There are also references to the house building boom, where many people could now afford to buy their own homes and the increase in motor vehicle ownership.

Tone and emphasis

- the source is useful for historians, but is very critical – suggesting that people are living lives which are, in effect, cheap and monotonous. This means that historians need to be careful with the source and use it objectively.

Section B

0 2 'The Liberals introduced welfare reforms in the years 1906 to 1911 because they were afraid of the rise of Labour.'

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**
- 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.

Evidence that suggests that the Liberal welfare reforms were a result of the threat from Labour might include:

- some consideration of historiography (e.g. the Dangerfield Thesis) which argues that the Lib-Lab pact meant that the Liberals were forced to introduce social legislation, as a way of preventing any loss of votes to the increasingly popular Labour movement
- there was clear Labour influence over some of the legislation. Most notably Free School Meals was originally produced in the Commons by a Labour MP and the Trade Disputes Act was clearly intended to appeal to the Trade Unionists (as it overturned the Taff Vale decision)
- Labour increased their number of parliamentary seats between 1906 and 1910 and the number of affiliated trade union members grew to 1.5 million. This increased party funds. Labour also did increasingly well in local elections. The Liberals had to be careful not to lose support. Legislation which appealed to workers (e.g. 8 hours Act for Miners, Trade Boards Act or Labour Exchanges) could be viewed in this light
- the piecemeal nature of some of the reforms suggests that the Liberals were keen to introduce welfare reforms, but without going as far as being 'socialist'. The permissive nature of medical inspections (and treatment) for children or the limitations to National Insurance might support this – they wanted to distinguish themselves from what Labour were asking for/offering
- several speeches from the period, notably by Lloyd George, indicate that the fear of Labour was important. For example, he references Old Aged Pensions and argues that if the Liberals were deemed to have failed in providing 'an honourable sustenance' for the elderly, then there would be a cry for a new party.

Evidence that the Liberals had other motives might include:

- a consideration of the relative weaknesses of the Labour movement by 1911 – they still had only a small number of MPs and many of these had only been elected as a result of the Progressive Alliance. Labour were not a serious electoral threat until the 1918 changes to the Franchise and the impact of the Great War on the Liberal Party
- the Conservatives were probably more of a direct threat than Labour. Chamberlain had suggested that Tariff Reform could raise revenue which could be used to pay for welfare reforms such as Old Age Pensions. Once the Conservatives reunited then it was highly likely that they would tackle some of the social problems; the Liberals wanted to pre-empt this
- many of the reforms indicate genuine compassion (e.g. the 'helping hand' for the most destitute of elderly people), perhaps influenced by the rising awareness that poverty was caused by circumstance rather than idleness (surveys such as Booth and Rowntree showed many people this for the first time)
- New Liberalism had been slowly developing in the late 19th and early 20th centuries and was characterised by the idea that the government should intervene in order to help people to help themselves. The nature of many of the reforms shows this in practice; e.g. National Insurance (unemployment) was limited to 15 weeks and required contributions from the worker himself. This would help people affected by

seasonal unemployment, but would still require a measure of self-help and discipline. In fact, Labour heavily criticised the National Insurance proposals because it was a contributory scheme

- the personal ambition of men like Lloyd George and Churchill was also probably quite important.

Students are likely to conclude that the Liberals had a range of motives for introducing their welfare reforms. Good answers will make a clear judgement about relative importance of factors and will support their answers with a wide range of examples of specific reforms from across the period given.

0 3 'The decline of the Liberal party in the years 1916 to 1932 was mainly due to the First World War.'

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**
- 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.

Evidence that the decline of the Liberal Party was caused by the First World War might include:

- Asquith's handling of the war effort was much criticised by his political opponents and by those within his own party. In 1916 he was replaced by Lloyd George and this caused a deep division within the party
- the war was much more prolonged than the government were expecting in 1914 and Asquith struggled to find solutions to problems such as the Munitions Crisis. Necessary policies, such as Conscription, were not especially 'Liberal' in nature
- the demands of a prolonged, industrial conflict benefitted the Conservatives (traditionally viewed as the party of patriotism and empire) and even Labour (through nationalisation and increased government controls)
- changes to the franchise under the 1918 Representation of the People Act vastly increased the working-class vote and also gave suffrage to some women. These votes were instrumental in delivering more seats for Labour especially after the First World War
- as a direct result of Lloyd George's take over in December 1916, Asquith and his supporters refused to fight the election in 1918 with Lloyd George and his supporters. This meant that Lloyd George was keen to continue with his coalition with the Conservatives and the resulting 'coupon' election was a poor result for the Liberals, who saw their votes being split. The two sides of the Liberals did not unite until 1923, and even this was a fragile reconciliation.

Evidence which suggests that other factors were responsible for the decline of the Liberals might include:

- Lloyd George's record in the post-war coalition was quite damaging. He was responsible for unpopular policies, for example in Ireland and with his relations with the miners. He also failed to deliver on his promises of 'Homes fit for Heroes'. In the future he would have progressive ideas about how Britain should be run (e.g. the 'Yellow Book' in 1929) but he was not viewed as trustworthy by many voters
- the Liberals struggled to fight competitively in elections in the 1920s because of a lack of funding. The split within the party had not helped and by the time a good budget was available (in 1929) they were relegated to the position of a third-party. In the First Past the Post system it is very difficult for the third placed party to achieve more than a minority of seats, even if the percentage of votes is quite healthy. This explains why the Liberals began pushing for an alternative voting system from 1929 onwards. The Conservatives and Labour could both rely on healthy election funds
- the Liberals were unable to really capitalise upon Labour's disintegration after 1931, partly due to funding issues, but also because internal divisions resurfaced again over the issue of Tariff Reform, with splits between Simonites and Samuelites
- politics polarised in the 1920s, with the Labour Party becoming viewed as the party of reform, whereas those concerned about socialism tended to turn to the Conservatives. The Liberals did not seem especially relevant for many voters anymore, being viewed as an outdated party
- the other main parties were relatively strong in the 1920s. The Conservatives under

Baldwin had offered some popular welfare policies and Labour had impressed many in 1924 and had some good ideas in their manifesto of 1929.

Students are likely to conclude that the decline of the Liberals began during the First World War, but that the continued splits within the party in the 1920s enabled Labour to overtake them as one of the two parties within a two-party system. Asquith encouraged the formation of a Labour government in 1924 and this was possibly a mistake. However, any conclusion is valid, so long as it is supported.

0 4 'The inadequacies of welfare provision highlighted by the Beveridge Report had been overcome by 1951.'

Assess the validity of this view.

[25 marks]

Target: AO1

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

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Indicative content

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Evidence which suggests that the problems had been overcome might include:

- reference to the problems identified within the Beveridge Report; Want, Disease, Squalor, Ignorance, Idleness with some examples of these problems, e.g. lack of universal, free secondary education or inadequate healthcare and funding of hospitals
- an awareness that the situation before Attlee's Labour governments was quite confused and regional in nature; whereas Labour did simplify the system and make it more equal. Specific examples might include: the 1946 National Insurance Act which extended National Insurance to all workers and provided a wide range of benefits in return for weekly contributions or the National Assistance Act 1948 designed to provide help to those who fell through the safety net of other provisions
- other positive legislation which helped to tackle the 'Five Giants' might be: the 1944 Butler Education Act raising the school leaving age and providing some form of free secondary education for all, the Family Allowances Act 1945 providing a state benefit to help parents meet the costs of bringing up children or the 1946 National Health Service Act which set up the NHS as from July 1948 providing universal and comprehensive health care free at the point of need
- some analysis of the success of measures implemented might include: The Rowntree Survey 1951 found 3% living in poverty compared to over 20%, 20 years earlier and over 30%, 50 years before. Also, the NHS did meet a huge suppressed demand for medical treatment of all kinds particularly amongst women, children and the elderly, e.g. 5 million pairs of spectacles were given out by opticians in 1948–1949; over 8 million dental patients were treated and 187 000 free prescriptions dispensed.

Evidence which suggests that problems remained might include:

- the new education system did separate children at 11 and many talented children did not get the type of education which they needed
- benefits remained small and some were still based on a personal means test
- absolute poverty may have declined but great differences remained between the social classes and real deprivation still existed especially in the countryside and in the cities
- the cost of the NHS led to the introduction of prescription charges by 1951
- many hospitals remained in old and inadequate buildings
- the housing stock remained inadequate and housing remained a major social and political issue throughout the 1950s – many were living in 'prefabs' or squatting on old army bases.

Good answers are likely to show that the Labour governments took great strides in attempting to tackle the range of problems identified in 1942. However, despite a great number of achievements, the system was not perfect and problems still remained.

