



A-level History

7042/2M-Component 2M Wars and Welfare: Britain in Transition, 1906–1957

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.

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

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the position of women before 1918. **[30 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

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

Provenance, tone and emphasis

- Source A is from a House of Commons debate in 1908 – the timing of the source is important as many MPs at this time did not support the idea of giving votes to women
- the tone of the source is persuasive as it is clear that the Liberal MP who is delivering this part of the debate is in favour of votes for women and is trying to reassure others that enfranchisement of women is not a bad thing
- the fact that it is written before the war shows that women have not yet had the chance to prove themselves with the work they have done in the war and there are still fears around them being able to vote, especially given the actions of the Suffragette movement at that time.

Content and argument

- Source A shows that many in the House of Commons at the time like the idea of giving votes to women. The source also looks at the idea that many MPs have given general support to the idea of women getting the vote at some point, but when this comes to an issue of passing the bill the support often fades
- Asquith was one who had this opinion that women would, and should, be given the vote at some point but was not prepared to turn this into law himself
- the source refers to the ‘action of a few bad women’ which clearly refers to the methods used by the Suffragettes to try and campaign for the vote and the effect that this campaigning had in the minds of many
- the source goes on to remind other MPs of the work women did to campaign for the Liberal Party in the 1906 election and that 400 out of 650 MPs had voted in favour of giving women the vote
- it is clear from the last line of the source that women are still seen as having their main role in the home, suggesting that the ‘radiance’ that women provided in the home could now be transferred to the state.

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

Provenance, tone and emphasis

- Source B is from a book and so will have a more formal tone. The title is the 'Women of Empire in Wartime' so it is likely that the book will be supportive of the work that women did
- the source concentrates on Women of the Empire so not necessarily just Britain; however, it seems from this extract that the source is very accurate about women in Britain
- the source is written in 1916 so it is likely that it is praising women so that they will continue to work for the war effort as the war has no end in sight.

Content and argument

- the source praises women and looks at how they have been willing to step forward and taken on the many varied roles that were required of them during the First World War
- the source suggests that the roles women took in the war showed that they were capable of more than was expected of them and this shows that the opinion of women was of them having very limited capabilities, mainly focusing on their role as wives and mothers
- the source suggests that as a result of the effort and sacrifice that women made then there would be changes to come when the war has ended. Firstly, it suggests that women will not be happy with men reverting back to their traditional roles and that they will expect more from them
- secondly, women will not be happy to return to their roles in the home and they will expect change after the war has ended; this could be a change in their roles but also more power through gaining the right to vote.

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

Provenance, tone and emphasis

- Source C is from the London and Provincial Union of Licensed Vehicle Workers to the Home Secretary. Despite there being a war the author seems quite confident of being able to meet the Home Secretary to discuss the matter of female workers.
- The source is written in 1917 so suggests that attitudes towards women workers had not changed in some industries and that they were still concerned with women working in some more 'male' industries.
- The source has quite a threatening tone suggesting that if something is not changed then the result will be a loss of workers

Content and argument

- the source focuses on the issue of training women drivers and suggesting that continuing this would have the result of men refusing to work. It also suggests that training women drivers would have a safety implication as there had been many accidents due to black outs when men were driving and this would only increase if more women were driving
- the source shows that, despite women being welcomed into many industries during the First World War, there was still opposition in some industries. Driving was seen as a more skilled industry than factory working and there was more resistance to women working in such an industry
- the source also looks at how extreme the opposition to women working in this industry was, citing a strike in Croydon that has occurred because of two women becoming tram drivers
- the source suggests that the government are keen to encourage women to work in this industry but the opposition was coming from those men already employed. The source is trying to be a warning towards the government. It suggests that despite being in a war, the drivers were happy to strike to prevent women from working as drivers.

Section B

02 To what extent was unemployment the key issue in the 1929 election? **[25 marks]**

Target: AO1

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that unemployment was the key issue in the 1929 election might include:

- throughout the 1929 election the Conservative Party seemed to offer no new approaches to unemployment and a 'more of the same' approach was not popular with the electorate. As unemployment reached around 2.5 million then this was clearly a big issue of the time
- the Liberal Party's programme, 'We can conquer unemployment', which was a radical scheme to reduce unemployment within a year by an extensive scheme of public works. This was by far the most radical policy of the election
- the General Strike of 1926 was resolved by Macdonald convincing Trade Unions to look towards parliamentary means of change instead of strikes and the Labour Party promised to create a 'Social Commonwealth' that would tackle unemployment as well as union issues
- the Labour Party Manifesto sets out how they will deal with the issue of unemployment. It set out a three part plan which aimed to address; national development and trade prosperity, maintenance which included extending National Insurance, and the Young and Old which included extending the school leaving age to 15 and ensuring proper provision for the elderly.

Arguments/factors challenging the view that unemployment was the key issue in the 1929 election might include:

- many people believed that this election was a much broader choice between capitalism and the Conservative Party, and socialism and the Labour Party
- the Labour Party manifesto sought to reassure people that they were not Communist and they tried to convince the electorate that they could move the country forward. Their manifesto was more of a statement of general principles than how they could directly target unemployment
- the 1929 election was often termed the 'Flapper Election' as women were able to vote in large numbers for the first time. Therefore, a lot of the election posters were targeted at women for the first time. Therefore, this can be seen as one of the main issues of the 1929 election
- party leaders also had a big influence in this election. Lloyd George had reorganised the Liberal Party and given it new ideas. Baldwin was portrayed as, 'the man you can trust' and MacDonal had tried to continue the idea that he was moderate and trustworthy and importantly not under the control of the unions.

In concluding, students are likely to say that though unemployment was a key issue of the 1929 election it is important that this is placed in the context of other developments of the time such as the 'flapper vote' and the role of party leaders. The Liberal Party's campaign which centred around unemployment only led to them gaining 59 seats so it is clear that other issues were more influential.

- 03** To what extent did radical political groups pose a threat to the British government in the 1930s? **[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**
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- 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/factors suggesting that radical political groups posed a threat to the British government in the 1930s might include:

- the BUF formed Sir Oswald Mosley had support in big cities such as Liverpool and Leeds. This support typically came from younger working-class men who had become disillusioned by the other political parties. Unemployment was a key issue
- the BUF also attracted support from those who were concerned about the spread of Communism and who wanted improved relations with Hitler. They thought that Hitler would be key to stop the spread of communism. Anti-Semitism and Moseley's appeal to this won him some support as well
- unemployment also led to a surge in support for Communism. Communism became attractive as many felt that capitalism was collapsing and parliamentary democracy did not seem able to cope. The collapse of the Labour government also led to an increase in support
- Communists became prominent in many aspects with several trade union leaders being members of the party and taking part in several strikes. Party membership had doubled in the 1930s and the CPGB had some MPs in parliament.

Arguments/factors challenging the view that radical political groups posed a threat to the British government in the 1930s might include:

- the National Government passed legislation to curb the activities in the BUF and CPGB, such as the 1934 Incitement to Disaffection Act and the Public Order Act of 1936
- the fact that the National Government had such large majorities made it difficult for any extremist group to have political influence. There was no need to rely on any of the parties to gain a majority. This greatly limited their power
- the BUF, although having a strong leader in Mosley, suffered from his lack of organisation and gained a negative reputation which led to a loss of support. The CPGB never found an effective leader
- the economy recovered from 1934 onwards and even in areas where there had been the most unemployment people tended to become apathetic and not turn to extremism
- international events discredited some of the extremist parties. Information about the issues in Stalin's regime had come out. Mussolini's invasion of Abyssinia and violence, such as Kristallnacht in Hitler's Germany turned people away from fascism.

Students are likely to conclude that though there was some success for the political extremist parties in the 1930s this never materialised into widespread support and therefore never became a threat to the government and their majority in parliament.

- 04** 'Conservative governments, in the years 1951 to 1957, were right to claim that Britain had 'never had it so good'.'

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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- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that Conservative governments, in the years 1951 to 1957, were right to claim that Britain had ‘never had it so good’ might include:

- Britain’s economy had boomed throughout the 1950s as the Conservatives had inherited favourable circumstances. Most economic indicators were positive with men’s weekly wages going up and home ownership increasing
- the 1950s were a time of consumerism and growing affluence. There was an increase in ownership of goods such as washing machines and televisions. The advertising industry boomed
- new leisure opportunities were created with more and more people holidaying at Butlin’s and a growth in the number of people having foreign holidays. The increase in car ownership helped to increase the type of leisure activities people could take part in
- the 1950s for the first time saw a youth culture develop with young people dressing differently to their parents and having more time for leisure activities
- women’s lives had been improved with more access to labour saving devices. The number of women working increased.

Arguments/factors challenging the view that Conservative governments, in the years 1951 to 1957, were right to claim that Britain had ‘never had it so good’ might include:

- the ‘stop-go’ policy, used by the Conservatives to control the economy, remained controversial and by the end of the 1950s there were signs that Britain were falling behind the rest of the world in terms of economic growth
- there were criticism of the ‘establishment’ and by 1957 the government still seemed to be dominated by its members. Britain was seen as lacking social mobility with a clearly defined class structure which had been little changed
- women were still expected to be housewives, with married women very rarely in work, especially if they had children. Those women who did work earned on average 40% less than their male colleagues
- there was growing tension within society with immigration becoming a key issue. The idea of ‘never having it so good’ did not apply to the recent immigrants who often worked long hours for low wages and lived in the most deprived areas
- the budget of 1955 showed that the Conservatives were more conscious of gaining votes than with managing the economy. The budget cut income and purchase tax but then shortly after another budget had to be created which raised taxes on some household objects.

Students are likely to conclude that throughout the 1950s there were clear improvements of living standards for most sections of society but there is debate about whether this actually was a case of ‘never having it so good.’ It is also debatable as to whether the improvements were because of the Conservatives or were due to favourable circumstances.