

**AS**  
**HISTORY**  
**7041/2M**

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

---

Mark scheme

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A**

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the attitudes towards votes for women before the First World War?

**[25 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1–5**
- Nothing worthy of credit. **0**

## Indicative content

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

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

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

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

### Provenance and tone

- Source A is from a debate in the House of Commons on the Parliamentary Franchise and Women's Bill of 1910. This bill was designed to give property owning women the vote but it ultimately failed due to opposition from across the political spectrum. This is valuable as it shows an opposition viewpoint
- the speaker in the source is a Conservative MP and thus, is likely to be opposed to extending the vote to women as the Conservatives felt it was linked to extending suffrage for men which they were opposed to
- the tone of the source is very scathing of the campaign for votes for women, suggesting that there is little demand from women as a whole.

### Content and argument

- the source claims that campaigning has been carried out in the same area with both sides of the argument gaining the same results which Guinness is taking to mean that women would agree with whoever is asking the question. This suggests that there is no demand for female enfranchisement universally. The campaign was not supported by all women as some did not support the idea of female suffrage
- Source A suggests that women on the whole are not fighting for their right to vote as at meetings discussing the issues there were 'only' tens of thousands of women and Guinness suggests that if women wanted the vote then there would have been millions of women in attendance. This again suggests that women are not demanding enfranchisement and this source argues that there is therefore, no argument to give them it
- Source A further discusses the desire for women to vote as it suggests that any extension to the franchise has only been given when there has been a clear demand from that group for the vote. Guinness is suggesting that this demand is not being seen. This is in stark contradiction to the increasing militant action by women across the country. This issue of widening the vote was key in the Conservative Party as they felt that allowing votes for women was linked to widening suffrage for men which they were opposed to
- this source is valuable in showing that politicians, such as Guinness, did not take women's campaigning for the vote seriously and used reasons such as the ones above to justify them not being enfranchised. There was little support for votes for women across the political spectrum with the Conservative Party against it and the Liberal Party fearful of its electoral impact.

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

**Provenance and tone**

- this leaflet is from the National Union of Women’s Suffrage Society and this group was under the leadership of Millicent Fawcett and promoted peaceable means to gain the vote. Their methods are reflected here as they published leaflets, wrote letters and held meetings
- this leaflet was published in 1913 which was at the same time as the Suffragettes were using violent methods of campaigning. This led to an increase in membership of the NUWSS who went from membership of 12 000 in 1909 to 50 000 in 1914. This was due to women rejecting the violent methods used by the WSPU
- the tone of the source is designed to be factual, setting out in simple tones the reasons why working women should have the vote.

**Content and argument**

- Source B reflects the balanced nature of the NUWSS campaigns setting out quite clearly some of the arguments that women had for wanting the vote. The source still suggests that women are in need of support and help but the best way to achieve this is to allow them to help themselves and by gaining the vote this would help them achieve this
- one key area that NUWSS were trying to use in their campaign was showing women as sensible and deserving of the vote. Some of the arguments here for giving women the vote reflect that working women have to follow laws in which they have no say and women cannot give their opinions as the source suggests they will be ignored
- this source shows a typical method of campaigning undertaken by the NUWSS who believed in non-violent methods. Despite then having over 500 000 members by 1914 it was these methods and the lack of progress that led to the establishment of the WSPU
- the source focuses only on why working women should gain the vote and therefore excludes a large proportion of women. It does not suggest that all women should gain the vote.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A is the most useful as it shows the thinking of some of the people who prevented women from being given the vote. Students may also conclude that Source B is most useful as it shows the methods used by the NUWSS to try and gain the vote for women.

**Section B**

**0 2** 'The leadership of Lloyd George was the main reason why a settlement to the Anglo-Irish conflict was reached by 1921.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

**Generic Mark Scheme**

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

## Indicative content

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

**Arguments supporting the view that the leadership of Lloyd George was the main reason why a settlement to the Anglo-Irish conflict was reached by 1921 might include:**

- Lloyd George came to the conclusion, after exhausting other methods, that the answer to the conflict was a constitutional settlement. Lloyd George was successful in bringing together a team of negotiators from a range of backgrounds including Lord Birkenhead who had been a staunch opponent to Home Rule and the new leader of the Conservative Party, Austen Chamberlain
- the 1920 Government of Ireland Act meant that a parliament had been set up to govern the six counties of Ulster. This opened in the summer of 1921 which meant that by the time of the negotiations between Sinn Fein and the British government this was already running. This helped the settlement as it removed one of the key issues regarding a settlement
- Lloyd George was successful as a negotiator as he was prepared to reach an agreement by any means, including offering his own resignation. He knew that this would mean that he would be replaced by Bonar Law who would resist any chance of a settlement and this led to the Irish Nationalists conceding to agree to the detachment of Ulster from the rest of Ireland
- it was Lloyd George's determination, skills of diplomacy and in some cases duplicity by promising both sides different things that ultimately led to the signing of the Anglo-Irish Treaty and the solving of an issue that had plagued the British government since 1801.

**Arguments challenging the view that the leadership of Lloyd George was the main reason why a settlement to the Anglo-Irish conflict was reached by 1921 might include:**

- the British government had no choice but to agree a settlement. The Versailles Treaty had pushed the idea of national self-determination and therefore it seemed contradictory for the British government to deny this to Ireland. There was also the fact that Home Rule had technically been law since 1914, though it had yet to be implemented
- support from the Conservative Party led to the settlement as they seemed less committed to the Unionist cause as they had been pre-1914. Austen Chamberlain, the new Conservative leader and Lord Birkenhead who was once a staunch opponent to Home Rule both joined Lloyd George's team of negotiators and were, ultimately, successful in negotiating the Anglo-Irish Treaty
- the success of the Anglo-Irish Treaty was due to the willingness of Irish Nationalists to give ground and drop their previous insistence that Ulster must be part of an independent Ireland. This in turn convinced the Unionists that the rights and independence of Ulster had been safeguarded
- Lloyd George's leadership could not be seen as a success. He came to the idea of negotiation as a way to settle the issue only after he had tried to destroy the IRA. The Anglo-Irish Treaty left both sides disappointed. The Nationalists could not forgive Lloyd George's willingness to use the Black and Tans and the Unionists felt betrayed by Lloyd George's willingness to give in to what they saw as republican terrorism. Both sides felt that the treaty was a concession given by the British government only when all other methods had failed.

In concluding, students are likely to write that though Lloyd George was successful in negotiating the Anglo-Irish Treaty there were many other elements that led to the Treaty being signed. Alternatively, students might deem Lloyd George as being successful, as even though the Anglo-Irish Treaty was not entirely successful, that an agreement had managed to be reached at all was a success.



**0 3** 'The General Strike of 1926 failed because of the actions of the Conservative Government.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

### Generic Mark Scheme

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

## Indicative content

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

**Arguments supporting the view that the General Strike of 1926 failed because of the actions of the Conservative Government might include:**

- the Conservative Government were successful as they were prepared for the strike and were able to use the Emergency Powers Act to set up the Organisation for the Maintenance of Supplies which meant that voluntary workers were used to maintain a network of vital supplies. This preparation by the government was in stark contrast to the ineffective organisation by the TUC
- Baldwin was successfully able to argue that the General Strike was a threat to the constitution of Britain and this won the government public sympathy. The narrative changed from the miners' grievances to a discussion about who controlled Britain, the elected government or the TUC
- the Conservatives were successful in undermining support for the strike through the setting up of their own newspaper the British Gazette. Under the leadership of Churchill, the paper led a relentless campaign to undermine support for the strike whilst also playing on the public's desire to avoid violence and disorder.

**Arguments challenging the view that the General Strike of 1926 failed primarily because of the actions of the Conservative Government might include:**

- it could be argued that the failure of the General Strike was due to the TUC leadership being too disorganised to coordinate a national strike. There was no national system for co-ordinating strike action and some of the measures they took harmed their own cause, such as calling out the print workers' union which meant papers supporting the strike were shut down as well as the ones which were hostile to the cause
- the TUC tried to counteract the Conservative Party's British Gazette by creating their own paper, the British Worker, but this was brought out too late in the strike to make a difference and the campaign of the British Gazette was too successful at this point to be counteracted
- the TUC had no plan for the strike as they had initially hoped that just the threat of a General Strike would be enough to make the government backdown. This meant that they were left trying to find a way out of the strike which was further complicated by the miners' refusal to compromise. This, ultimately, led the TUC to call off the General Strike leaving the miners to fight on alone.

Students are likely to conclude that the Conservative Government's actions were successful in handling the General Strike despite some criticisms that its treatment of the workers was harsh. Conversely, students may conclude that it was the failure of the TUC to organise the strike sufficiently which led to the failure of the General Strike.