

AS

# History

Wars and Welfare: Britain in Transition, 1906–1957

Component 2M Society in Crisis, 1906–1929

Mark scheme

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7041

June 2017

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Version: 1.0 Final

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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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June 2017

**Wars and Welfare: Britain in Transition, 1906–1957**

**AS History Component 2M Society in Crisis, 1906–1929**

### Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why the Conservative Party broke from the coalition with Lloyd George in October 1922? **[25 marks]**

*Target: AO2*

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

### Generic Mark Scheme

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

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## 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

- the source is a private letter from a Conservative MP to Andrew Bonar Law and is therefore likely to reveal his true feelings unaffected by considerations of audience beyond a desire to persuade Bonar Law to argue against continuing the coalition
- the tone of the source is concerned, if not a little desperate. The MP is clearly worried about the prospect of losing his seat to a Labour candidate and is adamant that the coalition with Lloyd George must end if this is to be avoided.

### Content and argument

- the MP claims to have gathered information from his constituency for three weeks, which adds to the potential value of the source as it appears to be based on evidence
- the MP highlights concerns about ‘adventures at home and abroad’ which is likely to be a reference to some of Lloyd George’s more contentious actions, e.g. ‘Cash for Honours’ and the Chanak Incident
- there is also reference to ‘one man government’ and to ‘the personal rule of Lloyd George’. It is certainly the case that many Conservatives were increasingly angry at the Prime Minister’s presidential style of government
- the argument that a Labour victory would be ‘almost inevitable’ were the coalition to continue seems a little exaggerated. In the previous election, Labour had won 57 seats to the Conservatives’ 383.

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

### Provenance and tone

- it was at the Carlton Club meeting that Conservative MPs voted to end the coalition with Lloyd George, so this speech from that meeting is a very valuable source in understanding why that decision was made

- the tone of the source is emotive and seeks to persuade. As a result, the source has a lot of descriptive language but not a lot of factual detail.

### **Content and argument**

- Baldwin argues that Lloyd George is a 'dynamic force' and that this is a 'terrible thing'. This could well be a reference to Lloyd George's style of government, whereby he preferred to make decisions unilaterally and consult his 'Garden Suburb' rather than his Cabinet colleagues
- Baldwin references the Liberal party as having been 'smashed to pieces' and it is certainly the case that the split between Lloyd George and Asquith had damaged the Liberals, potentially beyond repair, by 1922
- Baldwin's key fear is that the Conservative party may suffer the same fate as the Liberals and become fatally split due to Lloyd George's influence. Lloyd George had suggested forming a new Centre Party with his Liberals and moderate Conservatives, which lends credence to Baldwin's argument.

Overall, students may conclude that Source A is more valuable for studying the reasons for the Conservative decision to break with Lloyd George as it is an argument based on evidence rather than the more emotive appeal of Baldwin in Source B. On the other hand, since the actual decision was taken soon after Baldwin's speech at the Carlton Club on October 22nd, students may conclude that this is the more valuable source as it may have had more impact on the voting decisions of Conservative MPs.

**Section B**

**02** ‘Britain was in economic decline in the years 1906 to 1914.’

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**

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## Indicative content

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

**Arguments suggesting that Britain was in economic decline in the years 1906 to 1914 might include:**

- Britain was falling behind her major international competitors, specifically Germany and the USA, in most categories of industrial production, including raw materials such as iron and steel, as well as newer industries such as chemicals and electrical engineering
- Britain's reliance on the traditional staple industries was actually deepening in this period, slowing economic growth due to the lack of modernisation and reliance on the wide availability of skilled labour in these industries. Output per worker fell in this period
- Britain's economic growth rate was half that of the USA and well below Germany's. Furthermore, Britain's share of world exports fell to 10% as Germany's rose to 20% and America's to 40%
- technical and managerial education was weak in Britain compared to her competitors. Britain's entrepreneurs in this period have been criticised for complacency and a lack of innovation.

**Arguments challenging the view that Britain was in economic decline in the years 1906 to 1914 might include:**

- overall output in the staple industries continued to grow in this period, e.g. coal production reached a new record level in 1913. GDP grew by just under 2% per year
- London remained the commercial centre of the world and invisible earnings from banking, insurance and shipping etc. more than made up for the balance of trade deficit between imports and exports
- newer industries were opening in this period, such as rubber, oil refining, aviation, soap, chemicals and electrical engineering
- the service industries were also experiencing significant growth and this created many employment opportunities for women in hotels, restaurants, shops, offices etc.

Overall, students may conclude that Britain's relative decline in relation to her main international competitors was the dominant feature of this period. It was certainly one which exercised contemporaries and caused some alarm in Britain before 1914. Alternatively, students may argue that, despite her relative decline, Britain continued to enjoy healthy economic growth in this period and the emergence of new industries demonstrated that the economy was responding to technological innovations.

- 03** ‘Labour became the largest single party in the 1929 General Election due to MacDonald’s leadership in the years 1924 to 1929.’

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

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

### **Generic Mark Scheme**

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



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## Indicative content

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

**Arguments suggesting that Labour became the largest single party in the 1929 election due to MacDonald's leadership in the years 1924 to 1929 might include:**

- MacDonald had a strong personal reputation following the 1924 Labour government during which he oversaw successes in foreign policy
- MacDonald had pursued moderate policies, and appointed a moderate Cabinet, in 1924 which reassured floating voters that Labour would not introduce a series of radical socialist measures. He had followed this up during the General Strike by being careful not to openly support the TUC
- MacDonald's conduct in resigning in 1924 over the Campbell Case enabled Labour to claim that they had been victims of Tory smears rather than their own weaknesses. By the 1929 election, the limitations of Labour's first government were not a significant factor
- MacDonald's authoritarian style of leadership of the Labour Party ensured that it remained unified despite the internal tensions between the different groups.

**Arguments challenging the view that Labour became the largest single party in the 1929 election due to MacDonald's leadership in the years 1924 to 1929 might include:**

- the Conservatives fought a weak campaign based on the slogan 'Safety First' and asking the electorate to trust Baldwin again. This was not inspiring or proactive enough in the context of rising unemployment
- the Conservatives lost some votes owing to their record in government after the General Strike. Most notably, the Trades Disputes Act was regarded by many as unnecessary and unfairly vindictive against the Labour Party. As a result, the Conservatives lost votes to the Liberals who experienced a small revival compared to 1924
- Liberal weaknesses benefited Labour in 1929. Lloyd George's reputation was still tarnished by memories of 1922 and the party had lost ground throughout the 1920s as politics became more class-based. Traditional Liberal beliefs now seemed out-dated
- the extension of the franchise to include all women on an equal basis to men in 1928 gave the vote to working-class women for the first time, which was of greater benefit to Labour than to the other parties.

Overall, students may conclude that without MacDonald's leadership Labour may have struggled to make the progress they did in the 1920s. He held a potentially fractious party together, whilst simultaneously convincing moderate voters that Labour could be trusted as a genuine party of government. Alternatively, students may conclude that the decline of the Liberals in the 1920s created an unmissable opportunity for Labour to become the main rivals to the Conservatives; and that the Conservatives' own mistakes from 1927 created the circumstances for a Labour victory independent of MacDonald's own contribution.