

AS

History

Wars and Welfare: Britain in Transition, 1906–1957

7041/2M Society in Crisis, 1906–1929

Mark scheme

7041

June 2016

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 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 2016

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 the performance of the first Labour government in 1924? **[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**

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 speech is valuable as it is by the Labour Prime Minister of 1924 explaining his decision making, however, the very fact that this speech is by Ramsay MacDonald might mean that there is an inherent bias within it. There was quite a lot of criticism of the performance of this Labour administration (in that it was not 'socialist' enough) and so MacDonald might be trying to deflect such criticisms
- the timing of the source could be useful; a General Election was about to happen in the imminent future and MacDonald might have been seeking to bolster his position going in to the campaign
- the tone of the source is quite defensive (his comments about the Wheatley Act for example); it is seeking to explain decisions taken, and why they were more 'conservative' and less 'socialist' than many within the Labour Party and the wider working class would have wanted.

Content and argument

- that Labour wanted to move the country into a new direction – ultimately a more socialist one in line with the Labour Party Constitution, but that this would be a very slow process and could not be pushed through quickly. MacDonald wanted to work slowly and lay some secure foundations, mainly by proving that Labour could be trusted to rule
- MacDonald is eager to explain why the Labour government had not achieved very much in terms of the Socialist agenda – it was simply impossible. However, he is keen to highlight the more successful measures, especially in housing
- MacDonald argues that he demonstrated effective and decisive leadership in January 1924 when he formed a government. Not doing so, he claims, would have damaged Labour's long-term fortunes. He was determined to portray Labour as a viable party of government.

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

Provenance and tone

- Gallacher is an eyewitness and contemporary of the events which are taking place and so he is well informed on events. His position as a communist also means that he can convey the opinion of the more radical left about the Labour party of 1924, however, as a prominent Communist, he is partisan in his views of the PLP anyway, especially an administration viewed as moderate
- that the speech was made in May of 1924 perhaps reduces its value to an historian as this was only 4 months after Labour had come to power and cannot therefore give a full assessment of the first Labour government
- the tone is derisive and critical and accuses the government of backing down on promises and assurances made.

Content and argument

- that the Labour government has betrayed its supporters and is trying to stay in power by any means, even if it means not putting through legislation which will help the working classes
- Labour were trying to stay in government as long as possible, partly to show ability to rule, and this was perceived by more radical elements as ‘selling out’. It did not help that the make-up of Macdonald’s cabinet had quite a few men new to the party and Wheatley was the only real radical to be given a post
- however, that Labour were widely unpopular after 1924 can be challenged, as they retained a large percentage of the vote in the upcoming election (indeed they gained a higher percentage of votes in 1924), and they were back in government in 1929.

In arriving at a judgement as to the relative value of each source, students may conclude that, e.g. **Source B** is probably more subjective, coming from the radical left, than **Source A**. **Source A** has an obvious aim in its message, but it effectively explains the reasoning behind Macdonald’s moderation in 1924. However, any supported judgement should be rewarded.

Section B

02 'The Liberal Party won the 1906 election because of its commitment to Free Trade.'

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 suggesting that the Liberal Party won the 1906 election because of its commitment to Free Trade might include:

- in the recent past the Liberals had been quite disunited as a party, but Free Trade was a policy which they could all unite over, under the leadership of Campbell-Bannerman
- Free Trade allowed the Liberals to engage in a lively election campaign, which included the 'Big Loaf, Little Loaf' posters. This resonated with the working class (who made up the majority of the electorate), many of whom voted Liberal for fear that their already meagre wages would not be able to afford a hike in food prices
- Chamberlain's Tariff Reform proposals had the effect of splitting the Conservatives (Free Fooders, Whole Hoggers and Balfourites) – meaning that in the 1906 election some constituencies were voting between two Conservative candidates, thus splitting the Conservative vote
- Balfour's indecisive approach to the Tariff Reform debate did not inspire the electorate, and he even misjudged the public mood when he asked the King to dissolve Parliament in December 1905.

Arguments challenging the view that the Liberal Party won the 1906 election because of its commitment to Free Trade might include:

- the Liberals capitalised on the issues present in the First Past the Post system- by working in conjunction with the LRC, they managed to prevent splitting the non-Conservative vote in many constituencies
- many former Liberal supporters had abstained from voting in previous years, but were encouraged to rally as a result of unpopular Conservative legislation, such as the 1902 Education Act and the 1904 Licensing Act
- the Conservatives can be accused of losing some working class votes for their apparent lack of concern over the lives of the poorer people in society; the Taff Vale decision negatively affected workers and the issue of Chinese Slavery in South Africa concerned many. There was also outrage over the Boer War which undoubtedly cost the Conservatives support.
- within the Liberal Party in 1906, there were a group of talented and forward thinking candidates (e.g. Lloyd George, Asquith and Churchill) who were campaigning on tickets promising widespread social reforms. This was in contrast to a Conservative Party which had done little in recent years to improve lives for the poor.

Students are likely to conclude that the Free Trade/Tariff Reform debate was vital in ensuring Liberal success in 1906 as it united the party and, importantly, split the Conservatives. However, they might choose to argue that a different factor was most important. Any supported judgement should be awarded.

- 03** ‘By 1919, British society had been fundamentally changed as a result of the First World War.’

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 suggesting that by 1919, British society had been fundamentally changed as a result of the First World War might include:

- the need for women to undertake essential ‘war work’ in a wide variety of jobs which had been filled by men (e.g. munitions factories and the docks) changed some of the outdated attitudes towards women. This is often credited as a central reason for some women being given the right to vote in General Elections after 1918
- Trade Union membership increased during the war (partly through Lloyd George’s promises of minimum wages), which meant that, after the war, more of the workforce was unionised. This was quite a dramatic change and would lead to many disputes in the years after 1919
- attitudes towards the government’s responsibility in helping the poorest in society definitely changed; as shown by the popularity of Lloyd George’s ‘Homes fit for Heroes’ campaign in 1918 and the 1918 Fisher Education Act raised the school leaving age to 14 which increased opportunities for children from the poorest backgrounds. The Representation of the People Act (1918) also granted the right to vote to all men over 21 (over 18 if they had served in the Armed Forces) – again suggesting a change in attitude to the poorest in society
- society was unquestionably changed by the experiences of the First World War. Around 750,000 men were killed and many were also wounded or profoundly affected by conditions such as ‘shell shock’.

Arguments challenging the view that by 1919, British society had been fundamentally changed as a result of the First World War might include:

- the Liberals had been engaged in introducing social reforms to help the poorest before the war. The conflict and the problems of reconstruction actually interrupted future plans and so, for many, life remained extremely difficult, for example housing remained a major issue and many of the poorest still lived in slums
- many women returned to their ‘traditional’ roles as housewives and mothers once the army had been demobbed. Though the Representation of the People Act gave some women the right to vote most working class women still did not have this right. Many of the stereotypical attitudes about women continued to prevail
- many of the class divisions which had been endemic in society in 1914 continued. The accusations about the upper class generals in chateaux miles away from the Front line actually helped to confirm a lot of existing class prejudices.

Students are likely to argue that the First World War did change British society in a fundamental way, although many attitudes did remain the same. Any supported judgement should be rewarded.