



AS HISTORY 7041/2M

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

Mark scheme

June 2019

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.

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.

Wars and Welfare: Britain in Transition, 1906–1957

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 Easter Rising of 1916? **[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 or 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 part of the actual declaration of the Irish Republic which was written by the men behind the Easter Rising, this is therefore going to try and justify the rising
- the tone of the source is religious and concerned with honour as it is convincing the Irish people that the proclamation was called for and needed for the future of Ireland. The language used is emotive and designed to sound like the rising is needed.

Content and argument

- the source states that the reason for the rising is that for too long Ireland has been subject to foreign rule. It then goes on to say that the only way in which Ireland can no longer be ruled by Irish people is if they do not want this right. This suggests that the Easter Rising has taken place as the Irish want to take back the control of their country and government
- the source says that the people involved in the rising pledge their lives and the lives of their comrades to the freedom of Ireland. This is representative as many involved, especially Pearse, felt that dying for Ireland was a noble cause and to some extent whether the uprising was a success was not an issue. In total 450 people died in the rising so some people did literally give their lives to the cause
- the last line of the source is accusational towards those who do not support the rebellion and this is likely to have been included as many felt that the uprising was premature and was unlikely to have success.

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

Provenance and tone

- the tone condemns the actions of those involved in the events and compares them to the enemies that the Irish are fighting in Europe. It is made clear that they do not support the actions of those involved
- as the source is from 1916, it reflects the widespread hostility to the rebellion which existed before the execution of those who were involved
- the source is from a moderate newspaper so is likely to show a more negative view towards the rising as its readership will likely have disapproved of the events.

Content and argument

- Source B looks at the devastation that has been left behind due to the actions of the Easter Rising and makes the point that it will take a long time for Ireland to recover from this
- the source makes reference to the fact that many Irish men had joined up to fight in the First World War and compares those involved in the Easter Rising as being as evil as those they were fighting in Europe. The source also suggests that those behind the Easter Rising were working with Germany
- the source accurately reflects the view at the time – that it had been a complete failure and there had been no support for it outside of Dublin.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A is likely to overstate the importance of the rebellion and Source B seems to downplay the importance of the rebellion.

Section B

- 02** 'Industrial unrest was the most serious threat faced by the Liberal government in the years 1910 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**

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 industrial unrest was the most serious threat faced by the Liberal government in the years 1910 to 1914 might include:

- industrial unrest, from 1910 to 1914, saw a lot of violence – the 1910 Miners' strikes saw three men killed, three were killed in the National Rail strike of 1911
- Trade Union membership had massively increased throughout the years and this greatly increased the frequency of strikes and the number of working days lost. For example, in 1912, 40.9 million working days were lost. Many unions joined together into federations which helped to give them more power
- the Labour Party had not lived up to the hopes of industrial workers as the legislation they had hoped would be passed to help improve their lives never materialised. This led many to support more direct action such as strikes
- industrial workers felt like they were largely ignored by the government. Despite the Liberal reforms, the gap between rich and poor was widening and people seemed more aware of this. They felt that their interests were not represented by the government of the time and their plight was largely ignored. This led to a belief that they had to fight to be heard.

Arguments challenging the view that industrial unrest was the most serious threat faced by the Liberal government in the years 1910 to 1914 might include:

- the Constitutional Crises of both 1909 and 1910–11 posed a challenge to the government at the time; however, it helped them in the long run as it caused huge divisions in the Conservative Party and allowed the Liberals to implement their social reforms. It also made the constitution more democratic which received support
- Ireland became more of a challenge for the government throughout this time. When Irish Home Rule was held up by the Lords, the Ulster Volunteer Force was formed. The Irish nationalists formed a militia to enforce Home Rule and this led to fears of a Civil War in Ireland. The Curragh Mutiny presented a huge challenge to the government as it showed that the army were prepared to be disloyal to the elected government
- the government also faced a threat from those campaigning for Votes for Women. The militant tactics of the WSPU were difficult for the government to deal with and resulted in them alienating both the militant and moderate supporters. The NUWSS, who had previously worked closely with the Liberal Party, now looked towards the Labour Party for support
- the government of the time also faced threats from abroad and what they would do in response. This obviously led to the involvement of Britain in the Great War.

In concluding, students are likely to summarise that by 1914 there was a real threat of revolution caused by industrial unrest and Britain was a divided country, but they are likely to conclude that the threat of an international war exerted more pressure on the government in 1914.

03 ‘The Conservative government of 1924 to 1929 was successful in handling economic problems.’

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 Conservative government of 1924 to 1929 was successful in handling economic issues might include:

- Baldwin recognised that his protectionist policies were too dangerous a policy to pursue and therefore, did not pursue this. The government did try to respond to the issue of the coal miners by agreeing to subsidise both mine owners' profits and coal miners' wages as well set up the Samuel Commission to explore what the issues in the coal mining industry were and what could be done
- Baldwin had some success throughout the General Strike as he successfully argued that the strike was a threat to the British constitution and he gained support from the public by suggesting that the Trade Unions were trying to run the country rather than the elected government. He set up the Organisation for the Maintenance of Supplies which organised 100,000 volunteers to supplement the armed forces in moving essential supplies which helped his popularity with the public. The general handling of the strike by the Conservatives was praised by many in the upper and middle classes
- Baldwin introduced the Electricity Supply Act of 1926 which formed the national grid system. This was effective as it gave control to the Central Electricity Supply board rather than the previous system which meant that it was controlled by Local Authorities
- there was generally some improvement in prosperity and, during the late 1920s, there was economic stability.

Arguments challenging the view that that the Conservative government of 1924 to 1929 was successful in handling economic issues might include:

- the government was unable to reverse the structural decline of many of the major industries, despite the measures it tried to put in place
- Churchill was persuaded to return Britain to the gold standard at its pre-war parity with the US dollar. This made exports very uncompetitive, particularly in staple industries such as coal, and to a loss of £2.1million in the first six months of 1925
- Baldwin broke off relations with the USSR and did not renew the Anglo-Russian Trade Agreement which led to a reduction of markets in which they could trade
- the government introduced the Samuel Commission to report on the problems of the coal industry but this was a failure as both the miners and mine owners only accepted the parts which they liked and rejected the rest. Baldwin had given the impression that he wanted a show down with the unions and this resulted in the General Strike of 1926 being called.

Students are likely to conclude that, though the Conservatives did have some success in responding to the economic crises of the time, it is difficult to agree that their handling of economic issues could be termed as successful.