
AS HISTORY

Paper 2M Wars and Welfare: Britain in Transition, 1906–1929

Mark scheme

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

AS History Paper 2 Specimen Mark Scheme

2M Wars and Welfare: Britain in Transition, 1906–1929

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 why the General Strike of 1926 failed?	[25 marks]
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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 of 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

- Source A was a newspaper created by Churchill which deliberately aimed to show the strikers in a bad light and wanted to make the government appear to be on the correct side in the dispute. This was only part of a much wider press campaign which also utilised other newspapers and even the supposedly impartial BBC
- the language and approach taken in this source was very important. In the 1920s many people were worried about the threat of any kind of socialism and many saw the Trade Unions as a direct threat to elected and 'democratic' government because of the power they could wield.

Content and argument

- the General Strike was a direct challenge to the government
- it was an attempt by the minority to dictate to the majority
- it was tantamount to civil war

Contextual knowledge should be used to assess the validity of these points, for example:

- the extent to which it was a threat to the constitution
- the General Strike was supported by a minority e.g. portions of the country were willing to cross picket lines and operate trains etc.
- the aims of the leaders of the General Strike.

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

Provenance and tone

- as this source was written and published by the TUC itself it will clearly focus on the moderation of the TUC during the strike. However, this in itself helped to cause failure as the General Council were less than fully prepared and committed and were clearly worried about the accusations of being anti-government
- this source is heavily focused on the strike as an 'Industrial Dispute', as opposed to what the government were accusing the TUC of. What it doesn't show is the growing divide between the General Council and the miners, who remained obdurate and intransigent.

Content and argument

- the General Strike is not a threat to the constitution
- it is an industrial dispute rooted in living standards
- the TUC was committed to peaceful protest
- it implies an element of class conflict

Contextual knowledge should be used to assess the validity of these points, for example:

- the background to the strike, e.g. the problems of the mining industry
- living standards
- the conduct of the strike

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) the two sources provide opposing and partisan views. Source A as an illustration of government propaganda against the strike may be seen as more valuable in explaining why the strike failed. Any supported argument as to relative value should be fully rewarded.

Section B

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- 'Liberal welfare reforms in the years 1908 to 1914 significantly reduced the problems of poverty.'

Explain why you agree or disagree with this issue.

[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

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| 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.

Evidence of success in reducing poverty might include:

- for the first time the very poorest in society could gain some relief directly from the government, without necessarily having to subject themselves to the stigma of the workhouse. Pensions are probably the best illustration of this. By 1914 about 1 million people were receiving the state pension
- working conditions and wages were vastly improved by legislation such as the Trade Boards Act. All of this helped to improve quality of life for the poorest
- Labour Exchanges helped those out of work find employment, perhaps in other areas which they might not have been able to do before
- Lloyd George managed to pay for a lot of his reforms using a graduated tax on the very richest. This was important in setting a precedent.

Evidence that the reforms failed to reduce poverty might include:

- the limited nature of pensions meant that only the very old (over 70) could access them. The average life expectancy in these years for those in working-class areas was 48. The maximum 5 shillings payment was also not enough to live off and would need to be supplemented by savings or charity of some kind
- similarly, National Insurance had limitations. Healthcare was provided for the insured, but not his dependents and unemployment insurance only covered a limited range of industries and only lasted 15 weeks. Labour especially criticised the contributory element, which was a further burden on the poorest in society.
- little was done to tackle issues such as slum housing
- much of the legislation was merely permissive and this then led to great regional variations in the provision of services such as Free School Meals and Medical treatment for Children
- the Poor Law and the Workhouse were retained and many people still found themselves forced here as a result of dire poverty.

Students are likely to conclude that despite improvements many problems still remained. The Liberals were only trying to introduce a safety-net, which partly explains the lack of success; they wanted to encourage some measure of self-help as well.

- 0 3** 'Lloyd George's coalition government failed to overcome the domestic problems it faced in the years 1918 to 1922.'

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

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| 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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Factors suggesting that the coalition failed might include:

- the introduction of the 'Geddes Axe' meant that much of the promised legislation did not materialise. Addison resigned in protest as his Housing project was negatively affected by the huge cuts
- there was a clear failure to prevent mass unemployment
- there was a lot of fractiousness with the unions and many working days were lost to strike action.

Factors suggesting successes might include:

- troops were demobilised fairly quickly and efficiently and the majority were able to return to their former jobs as the women occupying many of them returned to the home
- around 170 000 houses were built under Addison's Housing Act – providing 'Homes fit for Heroes'
- welfare provision was extended to deal with those affected by unemployment as a result of the economic slump. Unemployment Insurance was extended to cover the vast majority of workers
- although relations with the unions were difficult, a planned General Strike was averted in 1921.

Good answers are likely to/may show an awareness that the coalition was operating in a difficult period economically – the war had devastated Britain and had caused her to decline as a leading economic power. Thus the coalition had a multitude of unfamiliar issues to deal with.

