



A-level HISTORY 7042/2M

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

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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 © 2024 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, assess the value of these three sources to an historian studying the Irish Home Rule crisis.

[30 marks]

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- 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.

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

Provenance, tone and emphasis

- a Commons speech is part of the public record, reproduced verbatim, so it is valuable for its lack of distortion or omission; it could be thought limited as a personal/partial view, but, as the foremost Ulster Unionist in parliament, it is valuable for representing Unionist opinion opposed to Home Rule
- the debate is held prior to the Bill's introduction so the date is valuable for indicating the Unionists' firm opposition to, and arguments against, the proposal at the outset of the crisis
- the tone and strong language are valuable because we get a sense of the outrage and strength of opposition felt by the Unionists.

Content and argument

- Carson argues that Home Rule can confer no benefit on Ireland, civil or financial. For example, Unionists argued that Home Rule would weaken Ulster because its economy, industrial compared to rural southern Ireland, would be hit by having to pay higher taxation and tariffs to support a Dublin parliament
- he also argues that the issue of Home Rule raised fundamental constitutional issues; this can be explained in the context of the Liberals using Home Rule to secure Irish Nationalist support in the Commons, particularly for the 1911 Parliament Act (Home Rule was the price the Liberals were prepared to pay for this support)
- Carson's argument that the Bill is being 'sneaked through' can be developed by reference to the outcome of the 1910 elections, which made the Liberals dependent on the support of the Irish Nationalist Party led by Redmond, but Home Rule had not been an explicit electoral issue
- the reasons for Unionists' opposition and fears can be explored: 'Rome rule' for a protestant majority in Ulster; a Dublin parliament dominated by farmers not competent to administer industrial Ulster; a belief that Home Rule was simply a staging post to an independent Irish Republic.

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

Provenance, tone and emphasis

- Bonar Law is the Conservative leader; his speech can be considered valuable because it is an unambiguous, public statement outlining his party's response to the government's Home Rule proposals; the date is important because Ireland is now the dominant issue in British politics and the prospect that Ulster might now be excluded from the Home Rule Bill has emerged
- he is speaking at a Unionist rally: this may be considered a limitation (a very partisan occasion) but his decision to address the rally, and the large number of people attending, gives the historian a valuable sense of the seriousness of the crisis that is developing

- the language and tone of his speech might be considered as important as the content: it is incredibly inflammatory language for a parliamentary leader to adopt; a virtual incitement to civil war and a challenge to the authority of parliament.

Content and argument

- Bonar Law is arguing that the Conservative Party will do everything in its power to resist the government's Home Rule legislation; this speech is being made in the context of increasing disturbances in Ulster – sporadic rioting and acts of intimidation against supporters of Home Rule, which Bonar Law has refused to condemn
- he argues that the government is acting unconstitutionally in forcing through a Home Rule Bill ('a revolution'); he is implying that the Liberals are carrying out the bidding of the Irish Nationalists in order to stay in power; this echoes the earlier parliamentary battles over the People's Budget and the Parliament Act
- Bonar Law warned repeatedly that the British army would not enforce Home Rule against one million Ulster Protestants; his incitement in this source for the military to resist armed intervention can be linked to the 'Curragh mutiny' in March 1914
- Bonar Law's family connections in Coleraine can be cited as support for his affinity with Ulster; he shared the Unionists' view that Home Rule would be catastrophic to their interests.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- O'Shiel's evidence is valuable for throwing light on the changing mood of the Irish Nationalists as the crisis developed
- the fact that this document was given a long time after the events might be thought a limitation but he was a contemporary and a political activist, which adds value, as does the fact that this document is in the Irish National Archives, which is an official/credible source
- in addition, hindsight would provide O'Shiel with the opportunity to develop perspective over time, which is perhaps evident in the reflective tone of his statement.

Content and argument

- O'Shiel is arguing that disillusionment with Redmond and the Liberals set in between 1912 and 1914 and that the Irish Volunteers was established as a response to the growing threat of Carson's Ulster Volunteer Force (UVF); Carson had demanded that Ulster be excluded from Home Rule and many Nationalists believed Redmond was prepared to compromise on this issue
- the increasing effectiveness and growing extremism of the Unionist opposition can be evidenced by reference to the drawing up of the Ulster Covenant in 1912 (which some signed in blood) and the Larne gun-running in 1914
- however, comments that Irish Nationalists turned their back on violence can be challenged. The Irish Volunteers also grew rapidly, threatening Redmond's control of the Nationalist movement, and smuggled their own rifles and ammo in response to the UVF threat
- the Liberals did, indeed, seem to be wavering: various compromises were put forward as concessions to the Unionists, including excluding some Ulster counties from the Bill for six years or even permanent separation.

Section B

0 2 'The 1924 Labour government was responsible for its own downfall.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 1924 Labour government was responsible for its own downfall might include:

- internal feuding was central to Labour's downfall: the left was critical of MacDonald's moderation; the leadership's refusal to pursue radical socialist goals alienated many core supporters
- MacDonald was too concerned to appear 'respectable': he appointed a number of former members of the Conservative and Liberal parties to his cabinet, many of whom proved ill-suited to their posts; appointed for who they were rather than for their ability
- the government's inexperience of high office was a factor: it showed its naivety by attempting to negotiate a trade treaty with the Soviet Union, thus providing a perfect opportunity for its opponents to label the government pro-communist
- the government mishandled the Campbell Case: it allowed the opposition to claim it was being manipulated by extreme left-wing elements; MacDonald committed a tactical error by making the vote in parliament on setting up a parliamentary enquiry into the case a matter of confidence
- the government's legislative record was weak: it seemed to many of its supporters that it was too content merely to be in office; it had no clear strategy and no collective experience of managing day-to-day parliamentary business.

Arguments challenging the view that the 1924 Labour government was responsible for its own downfall might include:

- Labour fell because it was a minority government: it was dependent on Liberal support, which could be withdrawn at any time; it never had a free hand – the Liberals ruled out any radical domestic legislation
- both the Liberals and Conservatives saw a Labour government as being politically expedient, 'allowing' Labour to take office only until it no longer suited their interests: Baldwin and Asquith conspired to bring down Labour in October 1924 over its relationship with the Soviet Union
- MacDonald's caution was actually crucial to both Labour's short-term and long-term survival: Labour had to establish itself as more than just a party of protest; respectability was the price it paid to govern
- as Britain's first socialist government, Labour was under constant attack: it experienced persistent criticism from the established classes and the right-wing press, which undermined the government by raising alarmist fears of Labour's 'wild men'
- right-wing elements in MI5 and MI6 conspired against Labour: most evident in the Zinoviev letter, supposedly written in September 1924 but not leaked to the press until the election campaign (Daily Mail, 25 October).

A persuasive argument can be produced on both sides. MacDonald did not deliver the radicalism his left-wing demanded and, from their point of view, the party's fall was self-inflicted due to an excess of caution. Conversely, it can be argued that MacDonald's caution was crucial to Labour's survival and that Labour's downfall was more a result of unpropitious external circumstances than their own errors. To some extent MacDonald was vindicated in taking office given that the Liberals were the real losers in the subsequent 1924 election.

0 3 To what extent did Britain experience economic growth in the years 1931 to 1939?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 Britain experienced economic growth in the years 1931 to 1939 might include:

- total unemployment fell by half between 1933 and the start of the Second World War in 1939; average economic growth rates were higher in the 1930s than the 1920s
- new industries such as motor vehicles, chemicals and aviation, enjoyed particularly strong growth; the output of cars doubled through the decade; even the staple industries began to recover from the Depression years
- consumption grew strongly: prices tended to stay low and real wages grew; rising consumer demand triggered an expansion of the domestic market, particularly in goods linked to the new industries; the development of the service sector and mass entertainment exemplify the strong economic growth of the period
- new methods of production, such as the assembly line, also stimulated growth; spending on rearmament increased from 1935 and accelerated in 1938/39, also contributing to growth, particularly in some of the most depressed regions
- it can be argued that the National Government's economic policies proved effective in generating strong growth; leaving the Gold Standard in 1931 benefited exports and allowed the Bank of England to lower interest rates; 'cheap money' contributed to stronger industrial investment and a house-building boom.

Arguments challenging the view that Britain experienced economic growth in the years 1931 to 1939 might include:

- the impact of the Great Depression intensified the decline of the staple industries, weakening growth in the economy; the demand for British exports also fell dramatically, not recovering until after 1937
- unemployment in the staple industries remained very high throughout the 1930s and was a powerful barrier against growth; unemployment in these industries was structural and long-term, with towns and areas dependent on one declining industry suffering the most, such as Jarrow, which symbolised the plight of many workers in the 'hungry thirties'
- the house-building boom largely benefited the middle classes with steady jobs; over 2 million private homes were built compared to only about 700 000 council houses in this period; growth was very uneven in this sector
- the new industries did not expand fast enough to absorb the workers lost in the staples and they tended to locate in areas away from the old industrial regions, such as the Midlands and south east, again suggesting that economic growth was very uneven
- the National Government's policies could be considered to have only scraped the surface of the structural problems in the economy, limiting economic growth: the 1934 Special Areas Act, for example, was very limited in its scale and scope and the government failed to develop a meaningful regional economic policy; the government's measures to stimulate imperial trade were insufficient to replace lost markets in America and Germany.

It can be argued that there was overall economic growth in the years 1931 to 1939, as seen for example in the boom in suburban home ownership. Even the staples were experiencing some growth by the end of the decade. However, growth was not uniform and Britain still seemed to be 'two nations'. It was not until the rearmament boom and the spur of emerging war that the worst of Britain's economic problems began to be challenged. On balance, it is perhaps too much to argue that the whole of the British economy experienced growth in these years.

0 4 To what extent did British society change during the Second World War?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 British society changed during the Second World War might include:

- the war created a strong desire to create a better world where everyone had access to a job, health care and education, enshrined in the 1942 Beveridge Report; Labour's election victory in 1945 was the practical consequence of this aspiration
- the war had a profound impact on social mobility through military conscription and national service on the home front, and the arrival of overseas troops in great numbers; social horizons were broadened beyond all pre-war expectations
- war work broadened the experiences and horizons both for single and married women, furnishing them with more money, greater status and independence and contributed to a slackening of sexual morals
- shared sacrifices and national 'togetherness' transformed social attitudes, making all political parties aware of the need to get away from the social divisions of the past; symbolised by rationing, which affected everyone, creating a sense of shared sacrifice that cut across class lines; and the experience of evacuation, which led to a major education reform in 1944.

Arguments challenging the view that British society changed during the Second World War might include:

- the gulf between the social classes may have narrowed but in 1945 Britain remained a highly class-conscious society; for example, evacuation was often a painful experience for many, confirming as many prejudices as it removed. Privilege remained ingrained in Britain's social character.
- the extent to which there was a revolution in women's roles is often exaggerated; the war may have brought some social liberation, but it also brought economic exploitation, with significant wage gaps; discrimination remained and the aspirations of women in 1945 remained overwhelmingly traditional
- the cosy propaganda images of wartime 'togetherness' and the 'blitz spirit' can be challenged: for example, shortages were exploited by spivs through an extensive black market, one which benefitted those with money more than others
- although there were some improvements in standards of living with controlled prices, these were not uniform: the wives and families of servicemen lost out; the middle and upper classes experienced high taxation, death duties and limits on profits.

It can certainly be argued that war changed British society greatly, that the shared trauma of war helped people imagine a different future and that by 1945 a fundamental shift in public attitudes and a new demand for increased fairness in society was emerging. But conversely, many commentators have argued that the changes wrought by war were only skin deep and largely temporary. On balance, it may be concluded that Britain's wartime experiences did change British society but that their significance should not be overestimated.