



AS HISTORY 7041/2M

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

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.

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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, which of these two sources is more valuable in explaining the aims of the 1909 'People's Budget'?

[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 having 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 source is valuable for expressing a centre-left/liberal view, sympathetic to the aims of the government in its Budget; though it might be thought limited because it shows some degree of bias
- it might be thought valuable for reflecting initial reactions to the aims of the Budget (the day after its introduction), though this could also be considered a limitation – the full implications of the aims of the Budget may not yet have been clearly recognised
- its tone is mildly sardonic in its references to the ‘rich’, again valuable for illustrating a degree of bias/partiality.

Content and argument

- the source argues that the Budget is even-handed, not burdening any one group/class unfairly. But it does acknowledge some targeting of the better off, who ‘should bear their full share’ of taxation, implying that they currently do not. Again, this partial view could be thought to detract from its value
- it suggests that the Budget’s aims have moral worth by advancing ‘the common good’ and focusing on the poorer in society: for example, providing the funds to pay for social reforms, such as old age pensions. This emphasis perhaps adds to its value
- students can support the argument that taxation was evenly distributed: indirect taxes on beer and tobacco, for example, would affect all classes; increased income tax and a new super tax would impact the middle and richer classes
- however, students might challenge the claim that the Budget was even-handed in its aims – thus undermining/limiting the value of the source – by showing understanding of the argument that Lloyd George was intent on soaking the rich to pay for their extensive programme of radical social reform (as well as for the construction of naval warships).

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

Provenance and tone

- the source is valuable for representing the views of the Tory peers who felt this was a political budget, designed to attack the landed and propertied classes. Like Source A, however, it could also be considered biased/partial
- it is also valuable for illustrating how long-lasting the controversy over the Budget's aims had been: this debate was seven months after the Budget's introduction. The Budget was defeated by 350 to 75 on 30 November, forcing Asquith to dissolve parliament and call an election
- the tone and language adds to the value of the source, demonstrating the deeply held grievances of the Tory peers in their opposition to the aims of the Budget ('dangerous', 'solemn conviction', 'duty').

Content and argument

- the source argues that the Budget was 'unsound', 'unjust' and, by implication, unconstitutional; in sum, that the aim of the Budget was to attack the rich, such as including proposals to tax the land of wealthy landowners, higher death duties and a supertax on incomes above £3000
- it also has value for highlighting the argument of some Tory peers that the Liberals (in cahoots with the Irish nationalists) aimed 'deliberately' to weaken the Lords so that it could never again block a measure passed by the House of Commons; students could develop the idea that the Liberals aimed to wage class war and/or pursue a socialistic agenda (as some of their opponents suggested)
- students might also use their knowledge to explain why the Lords felt so deeply undermined by the Budget: particularly controversial were the land taxes, which in themselves would not bring in much additional revenue but seemed little more than a direct attack on the rights of landed property; a similar source of concern was the targeting of unearned income
- the depth and wide-ranging nature of the issues at stake can also be developed: the setting up of the Budget Protest League; Lloyd George's inflammatory language, such as in his Limehouse speech; that it was no ordinary budget because it had tacked on principles of redistributive/progressive taxation.

In arriving at a judgement as to which source might be of greater value, students might consider Source A to be more valuable because it highlighted the growing belief held on the centre and left of British politics that until the power of the House of Lords (Mr Balfour's poodle) was challenged, the aim of creating greater fairness and equality in British society was unlikely to be achieved. Conversely, Source B could be thought more valuable because it illustrated the view of many that the 'People's Budget' was no ordinary budget but one which aimed to challenge the very basis of British society and its constitution.

Section B

0 2 'Liberal division, in the years 1914 to 1922, was due to 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 supporting the view that Liberal division, in the years 1914 to 1922, was due to the First World War might include:

- there were divisions from the outset: the party had a strong anti-war tradition; four cabinet members resigned on the declaration of war and a number of Liberals left to join the Labour Party
- the demands of ‘total’ war divided Liberals: by 1918 all the principal causes for which Liberals had stood prior to 1914 had been dropped or compromised, causing fundamental ideological divisions
- the issue of conscription split the leadership; 50 Liberals rebelled against the Conscription Bill; from 1916 onwards, the Liberals were divided between the Asquithians, who claimed to be the official Liberal Party and the followers of Lloyd George; divisions among the Liberal leaders also had ramifications at grassroots level with many disillusioned party members drifting to Labour or the Conservatives. Divisions persisted into the 1920s
- Lloyd George’s landslide victory in the 1918 Coupon election cemented the splits; Lloyd George and Asquith ran their own constituency organisations and newspapers.

Arguments challenging the view that Liberal division, in the years 1914 to 1922, was due to the First World War might include:

- the character and personal ambition of Lloyd George was a key factor in Liberal division, leading him to oust Asquith in 1916; he increasingly put self before party and was utterly mistrusted by many Liberals in the years 1918 to 1922
- Asquith’s own failings prompted division: he was a poor war leader, forced into a coalition with the Conservatives and Labour in early 1915; the party was weakened and divided by his own indecision and criticisms of his ‘wait and see’ approach; his leadership in the 1918 election lacked vigour and enthusiasm and his sustained opposition to votes for women lost Liberal support
- the strategies of Labour and the Conservatives actively sought to prolong and deepen Liberal division, particularly after 1918: MacDonald’s post-war strategy of non-co-operation with the Liberals was important in keeping the Liberals divided and on the political fringes; the Conservative revolt against the Coalition in 1922 permanently removed Lloyd George from office
- the electoral system favoured a two-party system; the 1918 Representation of the People’s Act benefited Labour, making it much more difficult for the Liberals to heal their wartime divisions.

The First World War clearly contributed to Liberal division. The demands of ‘total’ war broke the party, creating a crisis of leadership and ideology. However, other factors contributed. Indeed, the actions and weaknesses of the Liberal leaders themselves contributed greatly to division; the split between Asquith and Lloyd George developed into a personal vendetta, with the Liberals virtually engaging in civil war in the years 1918 to 1922. On balance, the war proved a critical turning point in Liberal Party history and candidates at the higher levels will offer coverage of the full time period.

0 3 'The British economy had more weaknesses than strengths in the years 1922 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**

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 British economy had more weaknesses than strengths in the years 1922 to 1929 might include:

- after the post-war boom ended, structural unemployment persisted throughout this period: over 2 million were unemployed by the mid-1920s, and it never fell below 10%
- the decline of Britain's staple industries remained a key weakness: staples were less competitive than their overseas rivals, contributing to lost markets; strikes and restrictive practices contributed to their uncompetitiveness and workers in these industries had fewer opportunities to switch employment; stagnation was particularly marked in the coal industry, with oil fast replacing coal as fuel
- global factors continued to weaken the economy: export markets had been lost due to the First World War; foreign competition intensified – coal from Poland and Germany; cotton from India, the USA and Japan
- the return to the Gold Standard in 1925 at the pre-war rate of exchange meant British exports were overvalued; the pound was weakened as a trading currency and it kept interest rates high, contributing to lower growth by reducing investment and spending.

Arguments challenging the view that the British economy had more weaknesses than strengths in the years 1922 to 1929 might include:

- the new industries of the 'Second Industrial Revolution' – chemicals, cars, electrical goods, canned foods – were growing at a fast pace, strengthening the economy; these newer industries tended to favour the Midlands and south-east, bringing employment; high unemployment was, therefore, not uniform throughout the country
- the Central Electricity Generating Board was set up in 1926: the national grid opened up new possibilities in the economy; its greater flexibility as a form of power allowed industries to locate nearer their markets
- labour productivity remained relatively weak in relation to Britain's competitors but output per worker did increase over the period, suggesting strength not weakness, and overall economic growth between 1923 and 1929 was faster than before 1914
- the service sector experienced rapid expansion due to the growth of retailing, road transport, civil aviation and mass entertainment; about one million new jobs were created in this sector in the 1920s.

A strong argument can be produced to support the view that the British economy had more weaknesses than strengths in the years 1922 to 1929. The impact of the First World War damaged Britain's world position, increasing international competition for its major pre-war exports; its old-established staple industries proved too rigid to adjust to post-war circumstances. However, not all regions experienced problems and elements of the economy did strengthen. Many new industries grew up closer to large consumer markets, establishing industrial hubs in the Midlands, Greater London and the south-east in particular, providing signs of some economic green shoots. On balance, it might be concluded that the economy experienced both some positive strengths but enduring weaknesses.