

AS

HISTORY

7041/2M

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

Mark scheme

June 2020

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.

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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, 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.

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 attitudes towards Conscientious Objectors in the First World War?

[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

- Source A is from a leaflet published by the No Conscription Fellowship which worked to oppose the introduction of conscription. The group successfully campaigned to add the 'conscience clause' to the 1916 conscription act
- Source A is published in 1916 which is at the time conscription was introduced and many men had started to be arrested for refusing to join or refusing to follow orders
- the tone is persuasive and tries to gain sympathy for those men who have been arrested and expose how poor the treatment is that they are receiving.

Content and argument

- the source states that the majority of men arrested for refusing to join the war effort are now facing imprisonment. The source suggests that the treatment the men receive is based on chance and not justice and has much to do with the opinion of the Officer and not the justice system
- the source suggests that Conscientious Objectors are treated with contempt from both Officers and the men who work for them and they receive poor treatment due to them being Conscientious Objectors. The source also suggests that they are often in receipt of violence
- the source highlights one particular case of a man being told he was being shot only to be told he would be pardoned which shows that the Conscientious Objectors are subject to cruel treatment. This is sensationalist and is due to the nature of the source being a propaganda leaflet and trying to illicit sympathy for the men in this position.

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

Provenance and tone

- Source B is one man's personal experience of being a Conscientious Objector during the war and thus shows the experience faced
- the source is quite emotive in tone and considers the impact on the family of the individual's decision not to go to war
- the source was recorded at the end of the war so was able to reflect on the experience of not fighting during the war and also the treatment received shortly after the War by Conscientious Objectors.

Content and argument

- Source B shows the impact on the whole family of being a Conscientious Objector – it talks about bringing shame upon the father and the disapproval of other family members
- Source B also shows the differing in treatment and resentment towards Conscientious Objectors depending on geographical location. The author of Source B lives in the countryside and compares this experience to someone who lives in a city, concluding that it is harder for those from smaller areas
- Source B also looks at how the judgement that Conscientious Objectors faced did not end when the war ended, and that they were still facing judgement after the end of the war.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A gives more detail on how Conscientious Objectors were treated after arrest, but Source B is more valuable in explaining the kind of discrimination and personal impact being a Conscientious Objector had on both the individual and the family.

Section B

0 2 'New Liberalism was the main reason for the introduction of social and welfare reforms in the years 1906 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 supporting the view that New Liberalism was the main reason for the introduction of social and welfare reforms in the years 1906 to 1914 might include:

- New Liberalism stressed the idea that the government should do more to help those suffering from evils such as poverty, low wages and insecurity. The commitment by the Liberals to play a greater role in living standards and introduce reforms
- David Lloyd George was the champion of New Liberal ideas and he was key in introducing Old Age Pensions Bill, National Insurance as well as creating the People's Budget to fund the welfare reforms
- New Liberalism wanted to create a 'safety net' for those in society whom were struggling the most but never wanted to create a full welfare system which is exemplified in the reforms that were passed.

Arguments challenging the view that New Liberalism was the main reason for the introduction of social and welfare reforms in the years 1906 to 1914 might include:

- Booth and Rowntree's investigations into poverty showed that something needed to be done to help those in the poorest section of society. The introduction of the concept of the 'deserving poor' suggested to the Liberals that more needed to be done by the government
- national efficiency was another reason for the introduction of the social and welfare reforms as the Boer War had shown not only the deficiencies in the military but also the health of the people. It was feared that Britain would lose their world position if something was not done to combat the problems in society
- competition from the Labour Party was also a reason for the introduction of social and welfare reforms as the Liberal Party were worried that if they did not do something to help the working classes then they would lose support to the Labour Party
- there was also proof that the existing measures, such as the Poor Law, were not fit for purpose and if somebody fell into unemployment through no fault of their own, there was very little support they could access.

In concluding, students are likely to summarise that though New Liberal ideas were one of the reasons for introducing social and welfare reforms it is likely that one of the key factors was the rise of socialism and the Liberals' fear that if they did not introduce some reforms then they would lose support to the Labour Party.

0 3 'The Conservative Government, in the years 1924 to 1929, was very successful.'

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 Conservative Government, in the years 1924 to 1929, was very successful might include:

- there were some key players in the Conservative Party which helped their success. For example, Baldwin was seen as respectable and upheld the ideals of post-war Conservatism. He reflected the public's desire for peace abroad and a stable government at home. Churchill, as Chancellor of the Exchequer, proved to be a good move as he worked well within the Cabinet and handled the General Strike effectively. Chamberlain, as Minister for Health, introduced many social reforms which led to him earning the reputation as the 'most effective social reformer of the interwar years'
- the Conservatives were willing to accept that government intervention was needed in some areas for the public interest, with the set-up of the Central Electricity Board and established the BBC
- the Conservatives introduced the extension of the franchise so women could vote on the same terms as men and this was a popular move at the time
- the Conservatives were in a good position as they had the support of the wealthy as well as much support from the middle and working classes. They were able to portray themselves as united and moderate, which was a contrast to the Labour and Liberal Party.

Arguments challenging the view that the Conservative Government, in the years 1924 to 1929, was very successful might include:

- the Conservatives' success was overshadowed by the General Strike and the handling of this which left bitter resentment on both sides
- the Conservatives did little to tackle the decline of the Staple Industries and the return to the Gold Standard meant that British industries became less competitive and further led to decline
- little was done to tackle unemployment at the time which led to bitterness within the working classes. This meant that by the time of the 1929 election the Conservatives and Baldwin lost support
- Baldwin was not seen as an inspiring leader and this was further shown in the lead up to the 1929 election with his election slogan of 'Safety First' seen as uninspiring. This was a misjudging of the people by Baldwin and made the Conservative Manifesto weak against the ideas of the Labour Party.

Students are likely to conclude that though the Conservative Government could be seen as successful, many of the actions they took over the General Strike left long-term distaste with the unions, and their failure to tackle unemployment meant that ultimately, the electorate were pushed towards the Labour Party. Therefore, students are likely to conclude that as the Conservatives lost the 1929 election it is not accurate to call him an effective leader.