

A-LEVEL

# History

Paper 2M Wars and Welfare: Britain in Transition, 1906–1957  
Additional Specimen Mark scheme

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Version: 1.0

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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.

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## A-level History Paper 2 Specimen Mark Scheme

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

#### Section A

<b>0</b>	<b>1</b>	With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying British attitudes towards the First World War.	<b>[30 marks]</b>
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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

<b>L5:</b>	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.	<b>25-30</b>
<b>L4:</b>	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.	<b>19-24</b>
<b>L3:</b>	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.	<b>13-18</b>
<b>L2:</b>	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.	<b>7-12</b>
<b>L1:</b>	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.	<b>1-6</b>
	Nothing worthy of credit.	<b>0</b>

## 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 respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

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

### Provenance

- A clearly contemporary source this is useful for reflecting some female attitudes at the start of the war, when it was widely believed that it would be ‘over by Christmas’. Many in England felt a surge of patriotism in 1914 and thousands of men rushed to sign up to fight.
- However, the early date of the source is also a limitation as it does not have the benefit of knowing about the length and nature of the war to 1918, by which time many attitudes had changed.
- Lady Maxwell was the wife of a senior officer in the army and, therefore, was possibly reflecting the views of the aristocratic sections of society, rather than the mass of the population.

### Content and argument

- The source writes positively about the patriotic nature of the First World War and is clear to point out that England needs men to sign up to fight. Certainly, many felt that it was a duty to enlist to help their neighbours France and Belgium and this was the official line that had been taken by the Liberal party who were in government at the time.
- The source reflects the common view, at the time, that those who didn't want to fight were cowards and afraid of death. Conscientious objectors were viewed very negatively and were initially imprisoned for their views and deserters from the frontline would be shot for cowardice.
- There was a definite fear that England herself would be unsafe if France were to fall to the Germans, and this is reflected in the source when it says that her shores need protecting. One of the key reasons for entering the war in the first place was to protect British interests.

### **Tone and Emphasis**

- The source has a clear purpose and is appealing to patriotic attitudes which were prevalent in the jingoistic mood of 1914. In doing this it downplays the dangers of war and dismisses attitudes which were less positive as unpatriotic and evidence of cowardice.
- The tone of the source is very forceful and emotional.

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

### **Provenance**

- An eyewitness account from 1918, this source gives a personal view of the First World War. As the writer is writing to his future wife, it is highly likely that he is displaying honest opinions, as his letter is not intended for wide public consumption.
- The timing of the letter is important, he is reflecting back upon the first experiences he had of the war and then linking to his current views and his interpretation of the views of his comrades.
- There is a clear limitation in that this is just one man's opinion. He claims to be speaking for his comrades, but whether they would agree with him or not cannot be proved.
- It is also possible that he became more disillusioned as the war dragged on and that he was more negative by 1918 than he had been in 1917.

### **Content and argument**

- The author directly discusses his own change in attitude and how he does not feel any patriotism anymore (indicating a change from the start of the war, or from his first front line experience at Ypres) and that he doesn't care about France or Belgium or where the Germans ruled over. However, it is interesting that he still talks about what is necessary for the safety and freedom of those back home, which indicates that there is still some vestige of patriotism and a desire to fulfil his duty.
- It is clear that this letter was not typical of those sent home by soldiers, indeed he is concerned that it might be intercepted by the censors and that he would be punished for speaking in such a negative tone about the war and the condition of the troops.
- This is useful for showing the increased desperation and lack of hope from those still serving in 1918. There is a clear desire for the war to be over. Nobody expected the war to drag on for four years and nobody anticipated the nature of the war. This is reflected in this source.

### **Tone and Emphasis**

- The tone of the letter is extremely negative, both of the reasons for fighting the war and the morale at the front line. This makes the source useful to historians as it is a private letter, it seems to reflect a genuine attitude, rather than the 'putting on of a brave face'. However, this is only one man's thoughts and may have been exaggerated to include 'every man' somewhat falsely to achieve an effect.

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

### **Provenance**

- An official transcript from a legal hearing, this source can reasonably be expected to be an accurate representation of the discussion taking place.
- The purpose of the tribunals might be considered; they had evolved out of tribunals set up earlier in the war to facilitate recruitment. This meant that many were in favour of getting men to the battlefield and they were often unsympathetic towards the arguments of Conscientious Objectors.
- The date is clearly important. This conversation took place after the Military Service Act (1916) became law- thus imposing involuntary conscription on huge sections of the adult male population. The war had also been underway for the best part of two years at this stage, something which had not been anticipated in 1914. Attitudes had changed over time.
- The source might have some limitations as it is only really showing the attitudes of Conscientious Objectors, who were a very small part of the population. COs also objected on a range of different grounds.

### **Content and argument**

- This source shows conflicting attitudes towards the First World War. The members of the tribunal are clearly in favour- the questioning and comments clearly state that ‘the Germans would be here if we had no army and navy’. The members also tried to ‘shout down’ the applicant, thus suggesting that they disagreed with his views.
- The final line of the source is useful; in disallowing his application to be exempt from conscription, the tribunal members are clearly supporting the war effort and the legislation enforcing conscription- they are disagreeing with Sadler’s arguments.
- On the other hand, it is very clear that Sadler himself opposes the war. He seems to oppose it on moral grounds- that the maintenance of armies and navies causes war.
- That Sadler feels very strongly about his opposition is clear from his acceptance that he would rather be shot than compromise his views and values.

### **Tone and Emphasis**

- The tone of this report is clearly in favour of continuing the war in terms of those running the tribunal. The reaction to Sadler’s answers is to try and shout over him, suggesting that they are not interested in hearing any excuses for why he should be exempted.
- However, the tone in Sadler’s words is clearly extremely anti-war. His tone is resigned; he would rather face the death penalty than compromise his values.

**Section B**

**0 2** 'Government legislation failed to improve lives for the working class in the years 1906 to 1914.'

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 government legislation failed to improve lives for the working class might include:**

- the Liberal welfare reforms merely provided a 'safety-net' for the very poorest in society. The Victorian Poor Law remained and the Workhouse was still a final destination for many. For example, the 1908 Pensions only applied to those over 70, an age which very few people could hope to reach
- National Insurance schemes were very unpopular and were heavily criticised by the Fabians
- some decisions by the government failed to help the working class achieve fair representation in parliament. For example, the Osborne decision of 1909 made the 1910 elections extremely difficult for Labour, who relied heavily on the political levy
- increased support for Syndicalism and radical strike action by the Trade Unions after 1910 suggests widespread discontent with parliamentary methods. A General Strike was only narrowly averted in 1913
- one of the causes of the increase in strike action was that the cost of living had dramatically increased (most notably 1910–13), but wages had only increased moderately. It was the working classes who were most negatively affected
- it was not until 1918 that all working class men and some women, were granted the right to vote. About 40% of working class men remained disenfranchised, and therefore unrepresented in parliament, in 1914.

### **Arguments challenging the view that government legislation failed to improve lives for the working class might include:**

- the range of welfare reforms introduced by the Liberals after 1906: these assisted a wide range of people, including the elderly (Old Age Pensions introduced 1908) and children (Free School Meals)
- workers gained increased rights; for example the 1906 Trade Disputes Act enabled Unions to go on strike, without fear of being sued
- the Liberals established a number of conciliation boards to help deal with the industrial unrest they faced; by 1913 there were 325 such boards
- the maintenance of Free Trade helped to keep food prices for the poorest cheap
- in 1911 it was agreed that MPs would now be paid an annual salary of £400. This opened up the possibility of more working class men being elected to Parliament
- the reform of the House of Lords, through the 1911 Parliament Act, at least meant that a Conservative dominated and unelected body, could now only delay the 'democracy' of the Commons
- Ideologically the 'New Liberal' agenda followed by Asquith and Lloyd George at least ensured that, in the future, the government would accept that it needed to take responsibility for the poorest in society.

Students may conclude that lives for the working class were improved, but that there were still numerous problems and that the social gap between classes remained wide at the outbreak of war in 1914. However, they could argue the opposite and credit should be given for any sustained and convincing judgement.



- 0 3** How important was Labour's manifesto 'Let Us Face the Future' to its election victory in 1945? **[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**
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- 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 ‘Let Us Face the Future’ was important to Labour’s victory might include:**

- Labour’s manifesto ‘Let Us Face the Future’ promised full commitment to implementing the Beveridge Report; by contrast the Conservatives were vague on how they were planning to tackle reconstruction
- many of the voters in 1945 were new ones (there had been no election for a decade) and so were perhaps attracted by the more positive Labour campaign, rather than feeling resentment about the 1930s
- Labour made it clear in their manifesto that they would retain certain controls, however, they explained this in light of wanting to pursue a policy of fairness (‘Homes for the people before mansions for the few’) which was popular with the electorate
- Labour attracted the workers’ vote by pledging to overturn the unpopular 1927 Trade Disputes Act. The promise of full employment was a vote winner as well, especially for those who remembered the problems of the 1930s
- Nationalisation seemed to make economic sense, after the nationalisation of many industries for the war effort had helped to increase production and efficiency
- the manifesto was very clear in promising that “socialism cannot come overnight”, which helped to persuade some who might have been nervous about a possible socialist take-over
- the promise of a comprehensive National Insurance Scheme and the NHS was extremely popular, especially with many women.

### **Arguments challenging the view that ‘Let Us Face the Future’ was important to Labour’s victory might include:**

- the ‘ghost of Neville Chamberlain’ and the policy of appeasement (popular at the time, but a failure with hindsight) affected support for the Conservative party in 1945. Labour, under Attlee, had always refused to serve in any coalition headed by Chamberlain, and this worked in their favour in 1945
- the experience of Dunkirk seemed to bring home to many the failings of Baldwin and Chamberlain to rearm, for appeasement and for the other social ills of the 1930s. The condition of many of those evacuated in 1940 (many of whom had lived in the large cities before the war) was a shock to many
- whilst there was prosperity for many, Chamberlain’s ‘Iron Chancellor’ approach was not very popular in many deprived areas. In certain regions there was high unemployment and little was done by the government to ease the situation. Even policies, such as the Special Areas Act, provided too little to have much impact
- the National Government was associated with unpopular policies such as the extremely divisive Means Test. This alienated a lot of working class groups. These people were natural Labour supporters anyway and this seemed to be confirmed by the actions of the National Government.
- as a result of the ‘betrayal’ of Ramsay MacDonald, Labour was not especially represented in the National Government and so was not implicated in any of its failures

- Labour were a very credible alternative in 1945, which they had not been in the 1930s (after the split in 1931). Men like Attlee and Bevin had played central roles in the domestic running of the war effort and so were popular and visible to the voting public
- some of the Labour success was because men had been politically radicalised whilst serving in the armed forces
- Churchill, despite his wartime leadership, had a patchy reputation; having crossed the floor twice, been involved in the Gallipoli disaster in 1915 and being the Chancellor responsible for the fateful decision to return to the Gold Standard in 1925
- Churchill's election campaigning in 1945 was not very well planned and relied far too much on his own popularity as a war leader. He completely mis-read the mood of the nation in his 'Gestapo' speech.

Students may conclude that the 1945 result was a result of Conservative failings in the short term; when they became more focused and clearly committed to reform they performed much better (in 1950 and 1951). However, they could argue the opposite and credit should be given for any sustained and convincing judgement.

**0 4** 'Most of our people have never had it so good.'

Assess the validity of Macmillan's view about life in Britain in the 1950s.

**[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.*

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- 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

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### Arguments supporting Macmillan's view might include:

- the post-war 'age of austerity' was brought to an end in the 1950s, with the ending of unpopular policies such as rationing
- the commitment to the Welfare State and the improvements to the NHS (such as the Mental Health Act) meant that life expectancy improved and the health of the nation was much better than ever before
- for the vast majority of people in Britain, wages increased ahead of prices, which meant an increase in disposable income and an increase in living standards. Many families could now afford mod-cons, such as vacuum cleaners and refrigerators, which helped to increase leisure time
- credit was more widely available than ever before, also enabling consumers to buy an unprecedented amount of consumer goods. For example, the sale of cars quadrupled over the decade
- there had been an explosion in house building under the Conservatives. As Housing Minister, Macmillan exceeded his own annual targets of 300,000 new homes per year between 1951–4.

### Arguments challenging Macmillan's view might include:

- the 1957 Rent Act put six million properties onto the housing market, but did mean that rent prices rose beyond the reach of some tenants at the lower end of the scale
- unemployment remained an issue in the mid-1950s, despite Conservative commitment to full employment. In 1957 c.383,000 were unemployed
- Conservative party control of the economy up to 1957 was inconsistent and there were periods of inflation and even 'stagflation'. Lack of economic planning meant that Britain's performance started to lag worryingly behind that of other European countries
- the government failed to invest in industrial research and development, again meaning that Britain started to lag behind its competitors
- racial tensions had started to emerge and become a real issue by 1957, mainly in the inner cities where there was a shortage of jobs and affordable housing.

Students may conclude that, for the most part, Macmillan was correct, but that there were many problems below the surface which would emerge in the years after 1957. Much of the apparent prosperity was built on credit, rather than real economic and social stability. However, they could argue the opposite and credit should be given for any sustained and convincing judgement.