

A-level
HISTORY
7042/2M

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

Mark scheme

June 2019

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 Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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.

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

Section A

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the establishment of the National Health Service. **[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

- Source A is from a public information leaflet on the National Health Service. This leaflet sets out the proposals for the National Health Service. As this is in 1944, these are just proposals at this time as it was not introduced officially until 1946
- the Paper is written in 1944 so is still during the time of the Second World War. This shows that the government was thinking about the introduction of a National Health Service during the time of war
- the tone of the source is deliberately cautious. It mentions several times that the exact form the NHS will take has in no way been decided. It is also keen to point out that the proposals have been made after taking views from an array of different parties and implies a cross party consensus.

Content and argument

- Source A emphasises that the NHS creation is just the next step in the provision of health services. This was started by the Liberal Welfare reforms, from 1906 onwards, and the creation of the NHS would be the culmination of this progress
- the source is clear to point out that it has taken advice from a wide range of groups when looking at putting forward the proposals that are included in the White Paper. This is likely to try to stop any kind of protest about the kind of NHS that is created
- the source is clear to identify that this White Paper is just proposals at this point and will be discussed in both Parliament and the country, as well as with any professionals who would be required to work within the service. This is valuable as it represents the culture of mistrust at the start of the process. Indeed, it would not be until 1948 that a fully functioning NHS could be created and not without several compromises being made along the way
- the source points out that the service is designed to be available to anyone who needed to use it but that people did not have to use the service should they not wish to. This again seems to be pre-empting any conflict over the introduction of the service
- in all, Source A seems to be cautious about what it is proposing. This is probably due to it being written in 1944 when the war was still ongoing and there being a coalition government.

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

Provenance, tone and emphasis

- Source B is from the British Medical Association who represent the interest of doctors across the country and would therefore be likely to advise them whether or not to agree with the principles set out by the NHS
- Source B is published in 1946 and is written in response to the proposals set out by the government to create an NHS
- Source B is displaying some of the concerns that the British Medical Association has with the creation of a NHS and as it is a report it is likely to have been researched and then presented to the government. It is likely trying to persuade the government to take on board some of their proposals.

Content and argument

- Source B is committed to co-operating with the government and this starts the source. It does, however, criticise some of the proposals. It also states how the professionals are key to the success so is almost a warning to the government to listen to what they have to say
- the main issue that Source B concentrates on is that of who would employ the doctors. It is concerned that if doctors are paid by the government then they would become government officials and this, they say, is incompatible with being a doctor and could be harmful to the public
- the fact that doctors did not want to be paid as government officials was controversial and caused opposition to the NHS as many doctors wanted to be able to continue to charge patients for private treatment, a concession which was later agreed
- the source argues that by being a salaried employee of the state means that the doctors are not free to act of their own accord but be bound to rules set out by the state
- it also brings in the idea of having to have a set family doctor which is set out in the NHS bill and says that this is incompatible with the idea of having a salaried doctor.

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

Provenance, tone and emphasis

- Source C is written by the Medical Practitioners' Union and was sent to its members to encourage them to support the NHS. The fact that this has been sent suggests that there were some members that did not support the formation of the NHS
- the letter was sent in January 1948. This shows that even in this late stage, and two years after the act of Parliament that paved the way for the NHS, there were still some people who had doubts
- the tone of the source is authoritative – it is setting out that the NHS may not be perfect but that the Union is recommending that people join.

Content and argument

- the source is setting out that the members of the union should join the NHS when it is officially opened in June 1948. The source shows that the NHS is not perfect but sets out quite clearly why the members of the union should join
- the source acknowledges that there are still many issues to do with the NHS that have divided the medical profession but that, overall, the NHS is something that should be accepted by all those in the profession
- the source states that the NHS is inevitable, it correctly states that it has been passed by an act of Parliament and that no political party would oppose it. This suggests that there may still be some in the profession who hope that the NHS might not make it into being but that actually the

government – including the opposition – are going to pass it so the union members need to accept it

- the source then shows advantages that the NHS offers the people working for it. From being able to treat patients based on their need and not their ability to pay, to the pay and conditions that the professionals working for it would be entitled to. It does not, however, make reference to the negotiations that Bevan had with doctors and the privileges that they had negotiated.

Section B

- 02** 'It was the weaknesses of the Conservative and Labour parties that led to Liberal dominance in the years 1906 to 1910.'

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/factors suggesting that it was the weaknesses of the Conservative and Labour parties that led to Liberal dominance in the years 1906 to 1910 might include:

- the Labour Party found it difficult to have any impact in government and therefore did not increase their share of MPs. Its 30 MPs were not a united group as they represented the ILP, socialists and trade union officials
- the Osborne Judgement also affected the Labour Party as it meant that they now faced a challenge as to how to finance the party, as unions were no longer able to charge a political levy
- the Lib-Lab Pact had a negative impact on Labour as it meant that they became reliant on the Liberal Party. The Labour Party were only able to run in the 1910 election due to the financial support of the Liberal Party
- the Conservative Party realised that they could wield power by blocking measures in the Lords. This did not make them popular with the electorate who would have benefited from the Liberal social reforms that the Conservatives were blocking in the Lords
- the Conservative Party were able to manipulate opposition to Home Rule in Ireland which undermined the power of the Liberal Party.

Arguments/factors challenging the view that it was the weaknesses of the Conservative and Labour parties that led to Liberal dominance in the years 1906 to 1910 might include:

- ‘New Liberalism’ and its emphasis on helping sections of society had some popularity with the electorate. The reforms that were introduced, although did not solve all the problems of the poor, certainly went much further than ever before in helping those who needed it most
- in introducing Liberal reforms there were many that thought that this would counter the threat from the Labour Party and help the Liberals to retain the vote of the working classes. It was also a good platform from which to attack the Conservative Party
- Liberals under Bannerman, though less impressive than under later leaders, passed social reforms which showed that the state was now more willing to intervene in people’s lives. Bannerman passed reforms for free school meals and medical inspection for school children
- Asquith showed much more of a New Liberal approach introducing Old Age Pensions. He also appointed Churchill and Lloyd George to government who brought a new dynamism and were popular
- Lloyd George was well-liked as he seemed to genuinely want to improve conditions for the poorest in society. His reforms, such as the National Insurance Scheme for Health, though there was some criticism that they did not go far enough, were popular with many.

Students are likely to conclude that although the Liberals did have some success especially with regards to reforms, their dominance was also due to the weakness of the opposition, in particular the Conservative party.

- 03** How important was Baldwin's leadership in bringing about a Conservative recovery in the years 1924 to 1929? **[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/factors suggesting that Baldwin's leadership was important in bringing about a Conservative recovery in the years 1924 to 1929 might include:

- Baldwin came to stand for post-war Conservatism. His commitment to disarmament and the maintenance of peace abroad won him support. He was also committed to carrying out social reforms at home to prevent divisions in society. This meant he could compete with the appeal of the Labour Party
- Baldwin's personality made him a good leader at the time – he was skilled at reassuring people and had an ability to smooth over controversial issues. He was able to project an aura of calm which appealed to the electorate
- Baldwin was able to introduce key men into the government – Chamberlain had a clear vision as to what he wanted to achieve as a social reformer and was very successful in passing many of these reforms. Churchill's appointment as Chancellor proved a good move as he supported Chamberlain with social reforms and was effective in his handling of the General Strike
- Baldwin's government had success in setting up the BBC, building new houses, local government reforms and widows' pensions. Baldwin was able to lead the Conservative Party in total for 14 years, in which time women were given equal voting rights to men and prosperity did see an improvement.

Arguments/factors challenging the view that Baldwin's leadership was important in bringing about a Conservative recovery in the years 1924 to 1929 might include:

- the threat from the Liberal Party had all but disappeared due to the massive internal splits between Asquith and Lloyd George. The threat now came from Labour who had suffered a short-lived government in 1924
- the Electoral Changes favoured the Conservative Party. Plural voting had been maintained under the Representation of the People Act and business owners and graduates who were able to vote twice had a positive impact for the Conservative Party. Redistribution of seats also favoured the Conservatives as several 'safe seats' in the Home Counties were now divided into more 'safe' seats. It also seemed that women who had been enfranchised largely voted Conservative
- the Conservatives were also well-funded. They had support from wealthy upper-class Britons as well as the middle classes who were willing to fund the party which meant they were able to conduct election campaigns that were well-organised.
- the Conservatives showed a commitment to rearmament with Chamberlain introducing a four year rearmament plan. Though they still did not want to get involved in a war they did believe in preparing for the worst
- the Conservatives owned many of the newspapers of the time and this proved useful as coverage was favourable both at times of election and also during the course of government.
- The Labour Party were not a threat in 1924 due to the issues they had in government. They were accused of being soft on Communism and this lost them support with the electorate,

In conclusion, students are likely summarise that although Baldwin was successful as leader it is likely that the Conservatives were able to regain power as they were still seen by many as the safe choice and there was very little alternative due to the issues with Labour and the Liberal Party.

- 04** 'The problems caused by the economic depression were successfully resolved because of the policies of the National Government in the years 1931 to 1939.'

To what extent do you agree or disagree.

[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/factors suggesting that the problems caused by the economic depression were successfully resolved because of the policies of the National Government in the years 1931 to 1939 might include:

- by coming off the Gold Standard the government no longer needed to maintain the value of the pound which required high interest rates to attract investors to put money into Britain. The government cut interest rates from 6 to 2%
- the policy of Cheap Money made it easier for industries to borrow money and to invest this into modern machinery. It also made it cheaper for consumers to borrow money and to take out mortgages to buy new houses. This resulted in a private housing boom which helped the economy as not only did this provide jobs for people in the housing industry but it also created demand for fixtures and fittings
- Chamberlain introduced the Import Duties Bill which imposed a 10% duty on all goods brought into Britain, with preferential rates to those imports coming from the Dominions
- the National Government tried to cut spending by cutting the wages of public sector workers, such as teachers, whilst also cutting unemployment benefit. This helped to maintain confidence internationally and stopped the banking crisis
- Government schemes to close down uncompetitive shipyards, mills and mines meant those that survived were able to attract new investment which led to the creation of more machinery and efficiency.

Arguments/factors challenging the view that the problems caused by the economic depression were successfully resolved because of the policies of the National Government in the years 1931 to 1939 might include:

- the National Government's policy of retrenchment meant that the demand for goods and services was lowered. This resulted in unemployment rising sharply in the years 1932–33
- the government's policy of closing down uncompetitive industries had disastrous effects in some areas. In Jarrow, closures meant unemployment rose to 70%
- lower prices caused by the Depression meant that those with a job found that their wage was able to stretch further. This was coupled by the fact that there were always more people in work than those that were unemployed which led to a rise in consumer demand in areas such as housing
- rising consumer demand led to an expansion of the home market which helped offset government and also to offset the fall in demand from abroad. This stopped the Depression from getting worse and helped recovery in those industries supplying the home market such as electricity. It also encouraged jobs in service industries
- after 1933, world trade began to recover as the economy of the rest of the world improved and this had a positive effect on the economy.

In conclusion, candidates may conclude by comparing the policies of the National Government with other measures that helped the economy or alternatively by looking at the successes and failures of the National Government's economic measures

