



AS HISTORY 7041/2M

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

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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

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

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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

- | | |
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- With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the economic position of Britain in the years before 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 'The Times' newspaper, generally considered to be centre-right and conservative in its views. It often criticised the Liberal government, so the balanced view here is valuable
- As an article, it is an overview of the economy and not too specific so as to be accessible by the public
- the source has a positive tone but shows some anxiety, stating that serious reflection is needed in order to maintain Britain's financial position.

Content and argument

- Source A argues that Britain's economy is in a strong position but that action needs to be taken in order for this strength to be maintained. This is representative of the view of many at the time that Britain could no longer take for granted its position as an economic strength and measures must be taken to maintain this
- Source A suggests that, particularly in terms of trade, Britain needs to ensure that the economy remained strong. Britain's share of world trade was diminishing, particularly compared to Germany and the US, but in real terms British goods were selling in greater quantities than before
- Source A states that the economic state of industry had improved, but there were concerns about the extent of this progress, especially due to the lack of investment in new machinery and education within the sector compared to other nations.

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

Provenance and tone

- Source B is from a parliamentary debate on the economy which shows that there were concerns about the economy in 1912 but, in particular, concern over trade; as it is from a Conservative MP it is likely to support tariff reform over free trade, thus against government policy
- Source B is partisan and reflects the view from the North West of England, so only offers a narrow viewpoint on the state of the economy
- the tone is very persuasive as it is from a debate and is also trying to inject a sense of urgency.

Content and argument

- Source B concentrates on the state of the staple industries of cotton, iron and steel and argues that Britain is losing out to other nations in this area. However, the concern is overstated as iron and steel output continued to increase and comparing the output in Germany was problematic as they had greater access to raw materials. Cotton also still accounted for a quarter of all exports.
- Source B suggests that there were many workers losing their jobs due to the closure of steel and iron works and, while this may have been true in some areas, from 1910 there was a fall in the number of workers in Britain who were unemployed
- Source B, overall, presents a very bleak view of the economy which reflected concerns around the staple industries, but there were still some strengths to the British economy. Although there was a trade gap, the economy was essentially balanced due to the strength of invisible exports in the banking and insurance sectors.

In arriving at a judgement as to which source might be of greater value, students are likely to conclude that Source A presents a balanced view of the position of the economy as it was still prosperous, but would have a challenge to maintain its global position. Source B presents a very negative view of the situation and unfairly compares Britain's economy to countries who had much greater access to resources. Some students may conclude that Source B is of greater value as it shows the concern if Britain was to maintain its position in the world, but reward an answer which argues for either source.

Section B

- 0 2** 'The popularity of Lloyd George was the main reason for the success of the coalition in the 1918 election.'

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 popularity of Lloyd George was the main reason for the success of the coalition in the 1918 election might include:

- Lloyd George's decisive leadership, public image, and key reforms, such as establishing a small, efficient War Cabinet to speed up decision-making, meant that he gained a lot of support as the 'man who won the war', which was an overarching reason for victory in the 1918 election
- the war coalition was seen as having been both patriotic and effective and it was felt that to continue this would help to restore 'normality'. Everyone who fought the election for the coalition was given a certificate signed by Lloyd George and Bonar Law and this became nicknamed a 'coupon'. This meant that Lloyd George's popularity was a factor
- Lloyd George's popularity with the Conservative Party and his good relationship with Bonar Law meant that his coalition with the Conservatives carried on even after the end of the war and this was the main reason that they were successful in the election.

Arguments challenging the view that the popularity of Lloyd George was the main reason for the success of the coalition in the 1918 election might include:

- the nationalistic mood in the country benefited the Conservative Party due to their consistent support of the war effort and this was seen as a key reason that they won the election. The expansion of the electorate had enfranchised a large number of ex-soldiers who backed the coalition
- other members of the coalition contributed to the success of the coalition in the election. Bonar Law was an effective Chancellor and had managed the War Loan campaign gaining vital funds for the war effort. He was crucial for the Conservative success
- the Liberal Party had been split by the actions of Lloyd George, and the Labour Party was still not seen by many as a legitimate option for government so the Lloyd George coalition was really the only option for many of the electorate.

In arriving at a judgement, students are likely to conclude that a major reason for the success of the coalition in the 1918 election was Lloyd George, but the reputation of other members of the coalition, such as Bonar Law and the weakness of the Liberal Party, also contributed to the victory by the coalition. Ultimately it was the Conservatives who gained polled the most.

0 3 'There was much social and cultural change in Britain in the 1920s.'

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 there was much social and cultural change in Britain in the 1920s might include:

- women's status in society was changing. Due to the Equal Franchise Act, women were now able to vote on the same terms as men. Legislative changes such as the Matrimonial Causes Act, meant that women were now given greater legal equality
- changes in fashion, especially for women, reflect the loosening of social restraints upon women. Women had more freedom and wore make up, smoked and were able to go to dancehalls and the cinema alone
- the media developed during this period with the development of radio and the BBC. The popular press were also developing, with more newspapers available and weekly magazines. Cinema became the most popular medium of entertainment which was offered at modest prices. The impact of the cinema brought elements of American culture into Britain
- the shared experience of war and had an impact on art, with less focus on beauty and an effort to shock and challenge pre-war assumptions and society. Similarly, literature had been changed and some authors focused on the suffering caused by war. There was also a mood of pacifism in society with support for disarmament and the League of Nations.

Arguments challenging the view that there was much social and cultural change in Britain in the 1920s might include:

- changes in society were not widespread, there were continued regional divisions due to the decline in the staple industries. Most of the depressed areas were situated in the North, where areas of new industrial growth were found only in the South. This had an impact on the level of social change experienced in the depressed areas
- society was still very much divided by gender. Despite some improvements, on the whole, women were still in the main expected to stay at home and where women did work they were not employed on the same terms as men; the marriage bar meant that women still lost their jobs when they got married
- the class system was still very much a part of British society and there was still a huge gap in quality of life; only the middle and upper classes benefited from the new inventions. This was shown in the media with a divide between 'high culture' pursued by the upper and middle classes and 'low culture' accessed by the working classes.

In concluding, students are likely to summarise that though there had been some social and cultural change in the 1920s, on the whole, society looked much like it did before. The biggest change came in the impact of the war and the shared experience of the nation, but arguably traditions were maintained in terms of gender and class roles.