
AS-LEVEL HISTORY

Unit HIS1L: Britain, 1906–1951

Mark scheme

1041

June 2015

Version 1: Final Mark Scheme

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

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2015

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Question 1

01 Explain why Lloyd George became Prime Minister in December 1916. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why Lloyd George became Prime Minister in December 1916.

Students might include some of the following factors:

- his records as Minister of Munitions and Minister of War

- in contrast with Lloyd George's performance, the relatively weak and ineffective wartime leadership of Asquith (especially in 1916 over the Easter Rising and failure to overcome the stalemates on both sea and land)
- Liberal divisions over the introduction of conscription with Lloyd George having support of the Conservatives for its introduction given the military situation on the Western Front
- Lloyd George's proposal for a small war committee (cabinet) led by himself rather than Asquith, its rejection by Asquith and Lloyd George's subsequent resignation
- realisation that the war effort would falter without the dynamism of Lloyd George by many Conservative and Labour MPs who joined with those Liberals wanting Lloyd George as leader of the country
- the press criticisms of Asquith
- Asquith's resignation given the political, public and press opposition to his continued leadership of Britain in the War, followed by appointment of Lloyd George, the only realistic choice of politician at that time, as Prime Minister.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the contrast in energy and decision making of Asquith and Lloyd George, and how that influenced political allegiances at the end of 1916.

Question 1

- 02** How successful was Lloyd George in dealing with post-war problems in Britain in the years 1918 to 1922? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Lloyd George was successful in dealing with post-war problems within Britain might include:

- demobilisation of troops and change from wartime to peacetime economy in 1919
- building 200,000 council houses ('Homes for Heroes') as a result of Addison's 1919 Housing Act
- extending Unemployment Insurance to cover almost all workers and introduction of 'the dole'
- dealing mainly successfully with industrial unrest principally through compromise with the miners and dockers, and avoiding the threatened general strike in 1921
- eventual 'solution' of the Irish problem through partition and recognition of the 'Irish Free State'.

Factors suggesting that Lloyd George was not successful might include:

- failure to deliver fully on promises made in 1918 for 'Homes for Heroes' with insufficient housing being built and effects of cuts in government expenditure, notably through the Geddes Axe
- limited success in dealing with war debt
- only limited success in dealing with industrial unrest
- failure to prevent mass unemployment
- policy on Ireland which veered from using terror and repression to compromise, which pleased few and especially not Conservatives.

Good answers are likely to show an awareness that ultimately, despite some successes (e.g. National Insurance, industrial unrest, Ireland) ultimately Lloyd George was not successful as a peacetime Prime Minister as he fell from power through a combination of his own failures in dealing with post-war problems and consequent political unsustainability of his coalition with the Conservatives.

Question 2

03 Explain why political extremists gained popularity in Britain during the 1930s. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why political extremists gained popularity.

Students might include some of the following factors:

- the economic problems and Depression with high unemployment
- the seeming failure of democratic institutions including parliamentary government to solve economic problems
- the British Union of Fascists (BUF) had a charismatic leader in Mosley, who was also an outstanding orator
- support for the BUF from the Daily Mail and Lord Rothermere (until the violence at the Olympia rally in June 1934)
- the BUF's appeal to those with anti-Semitic views
- the Communist Party of Great Britain (CPGB) gained support (more than did the BUF) from many of the unemployed (despite the lack of a charismatic leader) and was closely linked with the National Unemployed Workers' Movement (NUWM).

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the connection between the economic problems of British democracy, especially high unemployment, and the appeal of political extremists with seemingly clear solutions. Students may point out the overall limited appeal of the BUF and the CPGB relative to the stability of British political institutions, gradual economic recovery and the impact of foreign events such as the invasion of Abyssinia and Kristallnacht.

Question 2

- 04** How far did the policies of the National governments bring about an economic recovery in Britain in the years 1931 to 1939? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

Factors suggesting that the policies of the National governments brought about an economic recovery might include:

- major policies implemented included coming off the Gold Standard (1931) which encouraged exports, abandonment of free trade and the adoption of protection with the 1932 Import Duties Act, and low interest rates
- the 1934 Special Areas Act
- encouraged by government, some workers moved to find employment, e.g. Scots to Corby
- rearmament (though initiated primarily for defence rather than economic reasons) assisted some recovery of the staple industries from 1935
- 'cheap money' encouraged the construction industry especially in the building of houses and also purchase of consumer goods
- governments claimed some credit for the fall in the number of unemployed during the decade (from almost three million in 1932 to about one and a half million in 1939).

Factors suggesting that the governments' policies were not responsible for, or limited in bringing about, an economic recovery, but were rather due to other factors might include:

- the Special Areas Act made only £2 million available and only to the severest areas of depression
- failure to stop the structural decline of Britain's staple industries (coal, iron and steel, textiles and ship-building) where mass unemployment remained
- unemployment levels overall had never been as high or persistent as they remained throughout the 1930s. Although throughout the 1930s there was limited improvement in the plight of the unemployed, symptoms of the lack of jobs such as the activities of the Unemployed Workers' Movement (NUWM) and hunger marches, notably the Jarrow Crusade of 1936 organised by Ellen Wilkinson and the Labour Party, remained as indicators of the lack of recovery
- payments made by government to the unemployed in the form of the dole, even when the means test was removed by establishment of the Unemployment Assistance Board and payments were increased, did little to actually aid economic recovery
- much of Britain, notably in the South and Midlands, experienced relatively low unemployment and relative affluence, based on the development of 'new industries', such as car manufacture and chemicals, and particularly by the expansion of the building industry especially in providing new houses. These factors were as important if not rather more so than government policies such as cheap money
- gradual economic recovery owed as much, or more, to the recovery of the world and particularly the American economy.

Good answers are likely to show an awareness that economic recovery and fall in the number of unemployed during the 1930s was as much, or more, brought about by recovery in world economies and significant changes in Britain's own economy with the expansion of new industries than by the limited actions of the National governments.

Question 3

- 05** Explain why many women were not content to return to traditional roles after the Second World War. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why many women were not content to return to traditional roles after the Second World War.

Students might include some of the following factors:

- as in the First World War women had replaced men, who were serving in the armed forces, in the workplace. This led, in many cases, to increased income, social confidence, independence and social mobility, all liberating gains which many women wished to retain
- from December 1941 conscription of women (18-60) had been introduced with direction into auxiliary military services, civil defence, or into factories especially those producing armaments and aircraft. Married women now worked (change for many from peacetime) and women became a majority of factory workers, producing a situation where they had played a full part in the national economy and society with greater equality, changes which they wished to maintain after the war

- many women, who had taken advantage of increased and better opportunities in the professions and 'white collar' jobs, wished to continue in their roles
- many women had earned higher pay in the war and, though in most cases it was less than two-thirds of that of males, wanted to continue to work and use their own earned income
- in terms of morality some women wished to continue to enjoy the increased freedom and relaxation of traditional values evident during the war
- some women saw greater opportunities for their daughters through secondary education following the 1944 Education Act
- after the war many women, but by no means all, were content to return to traditional roles, e.g. not working after marriage, staying at home to look after it and the children/family.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might contrast the experiences of women in wartime circumstances and assisting crucially in the needs of the country with the necessity of continuing to be responsible for traditional roles in the home and family, pointing out that wartime experiences provided the base for continued liberating advances from traditional roles after 1945.

Question 3

- 06** How successful were Attlee's governments in implementing the Beveridge Report in the years 1945 to 1951? **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that Attlee's governments were successful might include:

- despite the major economic and financial problems following the dislocation and devastation of war, the governments were able to put many of the proposals of the Beveridge Report, to which Attlee's governments were committed, into practice. No one was 'allowed' to fall below a minimum standard of living 'from the cradle to the grave'
- key to implementing the Beveridge proposals and to the Welfare State was the attack on Disease by the creation of the National Health Service giving free treatment on the basis of clinical need. The NHS significantly improved the health of the population, particularly of children
- Want, Squalor, Idleness and Illness were attacked by the National Insurance Act of 1946 which effectively extended the previous scheme to cover almost the whole population. Benefits were paid to the sick, unemployed and elderly
- insurance cover and payment of benefits were extended in the Industrial Injuries Act (1946) and the National Assistance Act (1948)
- ignorance was attacked by implementation of the Butler Education Act
- Attlee's governments also provided for the building of about one million new dwellings, especially council houses, following the devastation of the war.

Factors suggesting that Attlee's governments were not successful, or limited in success, might include:

- the handicap of financial and economic problems following the war. The Attlee governments were unable to spend as much as they wished on implementing welfare and health measures advocated by Beveridge. Benefit payments were essentially at subsistence levels
- opposition to the establishment of the NHS, key to implementing the Beveridge proposals and the central aspect of the welfare state, by doctors and Conservatives led to compromises by Bevan, e.g. on payments to doctors and retention of private beds
- costs of the welfare state and particularly the NHS were not only controversial between the main Parties, but also led to division in the government over the introduction of prescription charges, which undermined the principle of all health care being 'free at the point of delivery'
- the National Insurance Act did not entirely implement the Beveridge proposals
- the number of new dwellings built never satisfied the post-war needs and demand. Many of the new dwellings were just temporary 'prefabs'.

Good answers are likely to show an awareness that the governments were largely successful in implementing the Beveridge Report in the years 1945 to 1951 by establishing the welfare state despite the severe economic and financial problems surrounding funding particularly of the NHS, though there were limitations on what was achieved.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion