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# A-LEVEL HISTORY

Unit HIS3J: The State and People: Britain, 1918–1964

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**Mark scheme**

June 2015

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Version 1: Final Mark Scheme

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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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Generic Introduction for A2

The A2 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 a good historian must be able to combine a range of skills and knowledge. 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 low Level 2 if some comment is included. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, students will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to *'think like a historian'* and show higher order skills. As indicated in the level criteria, students will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 students will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able students.

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**CRITERIA FOR MARKING GCE HISTORY:****A2 EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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**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 candidate 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 candidate 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:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- 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)
- The way the answer is brought together in the conclusion

June 2015

**A2 Unit 3: The State and the People: Change and Continuity**

**HIS3J: The State and People: Britain, 1918–1964**

**Question 1**

**01** 'The political dominance of the Conservative party in the years 1918 to 1945 was due to effective leadership.'

Assess the validity of this view.

**[45 marks]**

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

**Generic Mark Scheme for essays at A2**

Nothing written worthy of credit.

**0**

**L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**

**L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**

**L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**

**L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed

by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**

### 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 will need to assess and evaluate the significance of effective leadership for Conservative dominance in the period and balance this against the importance of other factors. They may also refer to events and developments.

Students may refer to some of the following material in support of the view that effective leadership was the main reason for Conservative dominance:

- Bonar Law demonstrated effective leadership in exploiting the coalition with Lloyd George to achieve election success in 1918; and then in exploiting the unpopularity of Lloyd George in 1922 to break from the coalition and win a convincing election victory as a single party
- Baldwin demonstrated effective leadership 1923–24 reuniting the Conservative Party following the division after the Carlton Club meeting. Furthermore, he effectively played on voters' fears of radical socialism to bring about the downfall of the first Labour government and secure a landslide election victory in 1924
- Baldwin also demonstrated effective leadership during the General Strike – keeping the country running and providing a reassuring voice to the public through the radio. Baldwin's calm, common sense style of leadership also proved to be an asset to the Conservatives in 1931 as the electorate turned to them in large numbers during the economic crisis
- Churchill's rise to power in 1940, and his crucially important role as war leader establishing a sense of national unity in the Second World War, secured Conservative dominance throughout the war.

Nevertheless, there are a number of other factors to consider:

- the Conservatives had the most extensive party organisation and funding throughout the period which contributed to them gaining the most votes in every election in this period
- Conservative 'luck', eg over the Zinoviev Letter, which damaged both the Liberals and Labour in 1924; and the Wall Street Crash, which led to the collapse of the second Labour government
- the decline of the Liberals meant that the Conservatives' traditional opponent was no longer a significant threat, especially after the demise of Lloyd George in 1922
- Labour was emerging during this period as the Conservatives' main opposition, however, they were restricted by their association with radical socialism / communism, as well as their less developed party organisation relative to the Conservatives.

Furthermore, students may:

- refer to examples of ineffective Conservative leadership which could include:
  - Baldwin's disastrous decision in 1923 to support protective tariffs which led to the loss of the Conservative majority and the creation of the first Labour government
  - the 1929 election defeat when Baldwin's 'Safety First' message was uninspiring
  - the limitations of the National governments' economic policies in dealing with the depression and unemployment crisis through the 1930s
  - Chamberlain's policy of appeasement.

In conclusion, students may:

- argue that Conservative leadership was central to their dominance of the period from 1918 to 1945, having an impact during crucial elections, such as Bonar Law in 1918 and 1922, and Baldwin in 1924, 1931 and 1935; as well as the significance of Churchill's leadership from 1940 to 1945
- argue that the Conservatives were lucky during this period because their opponents were weak. The Liberals were in serious decline and Labour were yet to establish themselves as a majority party of government. Incidents such as the Zinoviev letter and the Wall Street Crash only served to exacerbate these weaknesses. This luck was significant because at times the Conservative leadership was found wanting, not least Baldwin in the 1923 and 1929 elections.

**Question 2**

- 02** In the years 1945 to 1951, to what extent did Labour succeed in carrying out its aims for social and welfare reform? **[45 marks]**

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

**Generic Mark Scheme for essays at A2**

Nothing written worthy of credit. **0**

- L1:** Answers will display a limited understanding of the demands of the question. They 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, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. 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 demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show an understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a good understanding of the demands of the question. They will be mostly analytical in approach and will show some ability to link ideas/arguments and information and offer some judgement. Answers will show an understanding of different ways of interpreting material and may refer to historical debate. Answers will be well-organised and display good skills of written communication. **26-37**
- L5:** Answers will show a very good understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be well-structured and fluently written. **38-45**



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## 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 will need to identify and evaluate the extent to which Labour succeeded in carrying out its aims and balance this against the limitations. They may also refer to contextual factors such as financial difficulties following the end of the Second World War in assessing the extent of the Labour governments' achievement.

Students may refer to some of the following material in support of the view that Labour did succeed in carrying out its aims:

- Labour policy was clearly aimed at implementing the major proposals for social and welfare reform in the Beveridge Report to attack the 'five giants' of Want, Disease, Ignorance, Squalor and Idleness and create a basic standard of living, under which no one should fall, from the cradle to the grave. The aim was in line with public opinion which seemingly supported the Beveridge proposals in the 1945 election
- 'Want' was tackled by a new National Insurance Act and Industrial Injuries Act which extended existing schemes to cover the vast majority of the British population with benefits paid to the ill, injured, unemployed and elderly. This was supplemented in 1948 by the National Assistance Act to help the most destitute
- 'Squalor' was tackled by the building of about one million new dwellings
- absolutely central to Labour's policies was the creation of the National Health Service to provide free health care, at the point of delivery, on the basis of medical need.
- change and improvement in education were achieved by implementation of the 1944 Education Act
- 'Idleness' was addressed through the government's commitment to full employment, which was achieved partially through the nationalisation programme. Unemployment remained low throughout the period apart from the temporary blip due to the winter of 1947
- by 1951 the NHS and other welfare reforms had significantly improved health, particularly of children and women, and the standard of living for most of the population following the deprivation of the war years.

Nevertheless, there are a number of other factors to consider:

- the need to introduce National Assistance in 1948 demonstrates the failure of the National Insurance Act to help the most needy in society, particularly pensioners
- the number of new dwellings built fell far short of the demand following the devastation of the War. Many of the dwellings were temporary 'prefabs'
- the establishment of the NHS was compromised by the opposition of the Conservatives and doctors so that private hospital beds were retained
- demands for the NHS free services and equipment were underestimated, as were the costs of the service with prescription charges being introduced in 1951, a measure which not only split the government, but undermined the original aim of Labour for all health care to be free at the point of delivery.

Furthermore, students may:

- emphasise that Labour was seriously handicapped in carrying out its aims by the financial and economic problems following the War. Austerity and rationing continued. The state became almost bankrupt before being 'rescued' by foreign loans and especially Marshall Aid

- argue that the financial difficulties limited the levels of benefits, essentially to subsistence levels.

In conclusion, students may argue that overall Labour did succeed in carrying out its aims for social and welfare reform especially in establishing the health service and in extending National Insurance, but was not entirely successful in implementation given financial restraints and compromises made with opposition.

**Question 3**

- 03** ‘The Conservative governments failed to respond to the domestic problems facing Britain in the years 1951 to 1964.’  
Assess the validity of this view of Conservative domestic policy. **[45 marks]**

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

**Generic Mark Scheme for essays at A2**

- Nothing written worthy of credit. **0**
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## 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 may refer to some of the following material in support of the argument that the Conservatives failed to respond to the problems facing Britain in the years 1951 to 1964:

- the Conservatives failed to deal with the problems of rising inflation and unemployment, as well as the worsening balance of payments, in the early 1960s. Their policy of stimulating consumer demand prior to elections had contributed to these problems, and a similar policy from 1962 only deepened them
- the Conservatives' 'stop-go' pattern of economic management, especially the rise and fall of interest rates, failed to provide the stability required for long-term investment in industry. As a result, Britain's competitiveness was falling behind its European rivals
- not all shared in the growth of consumer affluence with relative poverty remaining for many and there was little improvement in social services; points much emphasised by Gaitskell in the 1959 Election
- the Conservatives did not have a coherent strategy to deal with the increasing problems of race relations in the later 1950s
- during the 1964 election campaign, Wilson promoted Labour as the dynamic Party promoting modern science and technology and the needs of industry as opposed to the tired Conservatives and the stagnation they had allowed during their '13 wasted years'.

Nevertheless, there are a number of other factors to consider, suggesting that the Conservatives did respond to the problems facing Britain:

- Butler turned a budget deficit of £700m into a surplus of £300m by the end of 1952. As a result of their successful economic policies, rationing was finally abolished in 1954 and Butler could introduce generous tax cuts in 1955
- the Conservatives maintained the welfare state established by Labour, which had proved immensely popular and continued to address the problems of ill-health and poverty. The problem of the rising cost of the NHS was addressed through the implementation of prescription charges
- the Conservatives maintained the mixed economy established by Labour, which was considered by the majority of public opinion to be in Britain's best interests, succeeding in keeping unemployment low for the majority of the period
- the Conservatives achievement in building new housing, initially by Macmillan as Minister of Housing, exceeded that of Labour. This was probably the major domestic achievement of the Conservatives in the early 1950s
- the Conservatives oversaw a period of growing consumer affluence following the austerity of the post-war years, for which they took the credit, most obviously through Macmillan's 'never had it so good speech' in 1957 and the 1959 election campaign.

Furthermore, students may:

- refer to the failed application to join the EEC which, if successful, could have contributed to addressing the economic problems facing the country

- point out that the Conservatives won three consecutive general elections increasing their majority on each occasion, indicating that the majority of British people felt that the Conservatives were responding to the problems they faced.

In conclusion, students may:

- argue that the Conservatives' main objective in 1951 was to move away from the austerity of the post-war years and stimulate economic growth and greater affluence. In the 1950s this was clearly achieved, although there is some debate as to how much credit the Conservatives should take
- also argue that by the early 1960s there were clearly problems with the British economy which the Conservative 'Stop-Go' policies were unable to resolve. By the end of the period, therefore, it was possible for Harold Wilson to argue that the period of Conservative dominance had been 'Thirteen Wasted Years'.

### **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](http://www.aqa.org.uk/umsconversion)