

A-LEVEL HISTORY

Unit HIS1L: Britain, 1906–1951

Mark scheme

1041

June 2014

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

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 2014

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Question 1

- 01** Explain why the problems of Balfour's Conservative (Unionist) government led to the Liberal victory in the General Election of 1906. **[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 the problems of Balfour's government led to the Liberal victory.

Students might include some of the following factors:

- the Conservative/Unionist Party appeared divided and weak, e.g. over Irish land reforms and especially over tariff reform (in contrast to the re-united Liberal Party following the Boer War)
- the relatively weak leadership of Balfour (compared with that of the previous Conservative Prime Minister, Salisbury)
- the unpopularity of tariff reform and its exploitation in the ‘big loaf versus small loaf’ campaign by the Liberals
- opposition to the Unionist Education and Licensing Acts especially by Nonconformists and Liberals
- middle and working classes’ concerns over ‘Chinese slavery’
- trade unionists’ concerns over the Taff Vale case and Conservative failure to legislate
- lack of social reform by the Conservatives following revelations on the effects of poverty during the Boer War, and by Booth and Rowntree.
- difficulty in facing operation of the Lib-Lab pact.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how Conservative problems coincided with Liberal unity since 1902 principally over opposition to the Education Act and tariff reform to give the Liberals victory in 1906.

Question 1

- 02** How successful were reforms affecting children and the elderly in reducing poverty in the years 1906 to 1914? **[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 the reforms were successful in reducing poverty might include:

- action taken following the lack of social reform by the previous Unionist governments
- the impact of the introduction of school meals (1906) and medical inspections of children (1907)
- the 'Children's Charter' (1908) which improved the health and care of children as well as banning the sale of tobacco to those under 16 and introducing juvenile courts and borstals
- the free place system in secondary schools which provided a potential ladder out of poverty
- the impact of non-contributory state pensions (1908) which aimed to provide some measure of 'social security' for the elderly who were numbered amongst the most vulnerable in society
- the 1909 'People's Budget' secured funding for social reforms and especially revenue to pay the new pension
- the Trade Boards and National Insurance Acts also indirectly assisted some children by assisting working parents.

Factors suggesting a lack of success by assessing the limitations of the reforms might include:

- provision of free school meals for poor children by local authorities was permissive. By 1913 half of local authorities had not used the legislation
- though medical inspection was compulsory, by 1914 a third of local education authorities did not provide even basic free follow-up treatment. Inspections were cursory and the poor could not afford treatment when required
- old age pensions were restricted to the very old (over 70), there was a sliding scale according to income and the sums paid were quite meagre
- in these years little was done to tackle other social problems such as slum housing for many children and the elderly
- the Poor Law and the harsh reality for those still dependent on it remained.

Good answers are likely to show an awareness that compared with (the lack of) previous legislation the reforms had some success in reducing poverty. The introduction of pensions was perhaps one of the most important measures in dealing with poverty in the 20th. century. Some have seen this and the reforms affecting children (as well as other Liberal reforms) as the beginning of the welfare state in Britain (achieved by collectivism and promoted by 'New Liberals'), though most interpretations argue that the reforms of 1906-14 provided limited amelioration of poverty.

Question 2

- 03** Explain why Britain faced economic problems at the end of the First 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 Britain faced economic problems during these years.

Students might include some of the following factors:

- the enormous burden of paying off war debts. National debt increased by 1,200% in the War
- disruption to trade and loss of export markets; lack of availability of imports; trade had to be re-established
- financial resources ran out during the War. Britain had become dependent on the USA for finance (despite steep rises in taxation)
- there was a fall in the value of overseas investments and the pound was no longer the world's leading trading currency

- switching from a war to peacetime economy, including absorption of five million demobilised men, proved more difficult than anticipated by Lloyd George's coalition government
- many women were persuaded or forced to abandon their wartime employment
- further decline of the staple industries (despite revival in the War)
- unemployment and industrial unrest.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the link between the huge wartime debts and other problems of changing (back) from a wartime to a peacetime economy.

Question 2

- 04** How far was the failure of the General Strike in 1926 due to government action?
[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 failure was due to government action might include:

- Baldwin's government had spent the previous nine months, the period of subsidy of miners' wages, preparing to face a major or general strike
- emergency services and the Organisation for the Maintenance of Supplies (OMS), planned by the government and with use of volunteers/'blacklegs', worked overall and kept essential supplies and services running
- despite some outbreaks of violence the government was able to maintain law and order
- Baldwin's successful control of radio, and insistence that the General Strike was a challenge to the constitution and the elected government
- the propaganda in *The British Gazette* produced by Churchill
- Prime Minister Baldwin's relative moderation and resistance of the more extreme measures proposed by Churchill and Joynson-Hicks, e.g. displays of military strength.

Factors suggesting that the failure of the General Strike was due to other important factors might include:

- the relative lack of preparation by the unions and particularly the TUC General Council
- the mistake of calling out the printers, making it difficult to counter the government dominated media, though the TUC produced its own 'newspaper', *The British Worker*
- although the General Strike was generally not disorderly, most members of the General Council (though not Smith and Cook for the Miners' Federation) were worried by some violent clashes and anxious for the Strike to end as soon as possible. Most, like Jimmy Thomas, Clynes and Pugh, were not syndicalists or revolutionaries
- the General Council was influenced by Baldwin's emphasis on the constitutional issue and particularly the opinion of Simon, a Liberal and legal expert, that the Strike was illegal
- only moderate support was given by MacDonald and the Parliamentary Labour Party
- the seizure by the TUC of Samuel's proposed 'compromise', that reduction in miners' wages would only take place after the owners had accepted re-organisation of the coal industry, to call off the General Strike (after nine days) on 12 May. It appeared that the General Council had become desperate to end the Strike
- the impact of public opinion especially from within the middle classes.

Good answers are likely to show an awareness that the Strike failed due to a combination of government action and the reluctance, as the Strike progressed, of the TUC's General Council to continue what was increasingly seen by many on both sides as a revolutionary activity.

Question 3

05 Explain why a new coalition government was formed in May 1940. **[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 a new coalition government was formed.

Students might include some of the following factors:

- the military crisis in May 1940, particularly the failure to stop the German conquest of Norway
- the political crisis, with the loss of confidence in Chamberlain as Prime Minister by the public and politicians, including Conservatives. He had failed to organise the economy as well as the military adequately for fighting the War
- Labour had refused to join the national coalition formed by Chamberlain in September 1939, but had not ruled out serving under a different Prime Minister
- Churchill achieved political unity in May 1940 in that all parties, including Labour, agreed to serve in a national coalition led by him
- Churchill had the reputation of having been the main opponent of Chamberlain's appeasement policies and had warned of the aggressive nature of Hitler's foreign policy.

His political style and powers of oratory in dealing with the crisis, despite his part in the failure to defend Norway, stood in marked contrast to those of ‘the appeaser’ Chamberlain.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might contrast Churchill’s dynamism, record and ability to unite all political parties with the failed policies of Chamberlain.

Question 3

- 06** How far was Labour's election victory in 1945 due to the appeal of Labour's policies? **[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**
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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 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 Labour's victory was due to the appeal of its policies might include:

- during the War Labour had publicly supported proposals for peacetime reconstruction and were particularly enthusiastic about implementing the *Beveridge Report*
- by 1945 the political climate favoured a new and different fresh start for Britain. Many believed they would be more secure and prosperous under a Labour government
- Labour now appealed to a wider electorate than just the working classes such as young people (many voting for the first time) and the forces
- Labour's manifesto, *Let Us Face the Future*, contained constructive proposals based on its experience in war with the country having got used to 'wartime socialism' for the public good. Planning and increased egalitarianism had been hallmarks of wartime experience and Labour proposed to carry them forward. There was commitment to implement the *Beveridge Report* and create a welfare state, to (re)construct housing and to a policy of nationalisation.

Factors suggesting that other factors were responsible for Labour's victory in 1945 might include:

- Attlee, in his role as Deputy Prime Minister and acting for Churchill on occasion, had become much better known. In 1945, though lacking the dynamism of Churchill, he was seen by many as the preferable peacetime Prime Minister
- Labour's leading members had successful ministerial experience, especially on the Home Front, in Churchill's wartime coalition from 1940–1945. Labour ministers such as Bevin had been seen as just as effective as Conservatives in helping Britain to win the War
- Churchill's war leadership record could not overcome memories of Conservative performance on poverty, unemployment and appeasement during the 1930s
- the Conservatives retained an outdated image in 1945 and, unlike Labour, lacked clear policies for post-war Britain especially when compared with Labour's programme. They remained lukewarm about the Beveridge proposals
- compared with Labour the Conservatives fought a lacklustre campaign and even Churchill, their main electoral asset, made mistakes such as his 'Gestapo' speech.

Good answers are likely to show an awareness that the appeal of Labour's policies was a highly significant factor linked clearly to the mood for political change following six years of total war, but that there were other factors which affected the outcome of the 1945 Election.

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