

A-LEVEL HISTORY

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

2041
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 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 student'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 student 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.

CRITERIA FOR MARKING GCE HISTORY:**A2 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:

- 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 2014

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

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

Question 1

- 01** ‘Lloyd George fell from power in 1922 because he was “the prisoner of the Conservatives”.’
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 the extent to which Lloyd George was the 'prisoner of the Conservatives' and also the extent to which this contributed to his downfall. They will also need to consider the personal mistakes made by Lloyd George and assess the extent to which these mistakes contributed to his fall from power. Students may also consider other factors, such as economic issues and the failure of Reconstruction, but although they may wish to blame this on Lloyd George, they may debate this issue. Students may also have a wider focus on Lloyd George's style of government although they may link this to his mistakes and/or his position as the 'prisoner of the Conservatives'.

Students may refer to this material to suggest that Lloyd George's position as a 'prisoner of the Conservatives' was responsible for his downfall.

- Lloyd George was very much in the minority. Although he had fought the election as the man who won the war and appeared to be very popular, in reality the Conservatives did not actually need him and had enough MPs to form a government of their own if they so wished
- the failure of 'fusion' in 1920 really meant that Lloyd George was the 'prisoner of the Conservatives' or a Prime Minister without a party. This failure more or less coincided with the end of the post war boom and 'Reconstruction' and meant that Lloyd George did not have the support of a party when tackling increasingly difficult problems
- the Coalition Liberals were limited in number and were described as 'a stage army'. They were able to give Lloyd George little support and this left him vulnerable to Conservative discontent. In particular, Lloyd George struggled to reach out to the Conservative backbenchers who were much less sympathetic to him than the leadership, many of whom felt personal loyalty after serving with him during the war
- Lloyd George seemed to be following policies that conflicted with his liberal principles; the ending of Reconstruction and the Geddes Axe meant that he lost Addison, the Liberal minister. He also seemed to be less the minister who championed progressive government spending. Lloyd George seemed to be pushed into illiberal policies in Ireland because of his reliance on the Conservatives. The failure to follow the Sankey Commission's report on the mines and continuous confrontation with the unions also saw Lloyd George following the Conservative line.

Students may also suggest that Lloyd George was capable of following an independent line:

- Lloyd George initially embarked on a programme of reform and it was only the arrival of an economic downturn that changed this policy
- Lloyd George did pursue his own policies, for example, in Ireland, when he negotiated the Anglo-Irish Treaty which caused some disquiet amongst Conservatives. Students may mention foreign policy issues such as Versailles and Chanak, but detail on this is not expected.

Students may include material to suggest that Lloyd George fell from power because of his own actions:

- the Honours Scandal caused considerable disapproval of Lloyd George and blackened his character to a large extent
- his personal life contained many scandals which blackened his reputation and alienated many of the Conservatives and others
- The Chanak affair was the final straw leading to Lloyd George's downfall
- Lloyd George's rather presidential form of government, the use of garden suburb, calling a cabinet meeting in Inverness and rarely visiting the House of Commons can all be seen as mistakes
- Irish policy may be seen as successful. Students may debate which part of Lloyd George's Irish policy was a mistake.

Students may refer to other factors such as:

- the impact of the economic downturn which meant the failure of the government's Reconstruction policies and diminished Lloyd George's appeal to the working class vote
- the illness and retirement of Bonar Law which led to Lloyd George being in a difficult position in terms of dealing with his backbenchers.

Good answers should show awareness that Lloyd George was in a very difficult position which was made worse by the economic problems that affected the government after 1920/21. They will show understanding of the restrictions and problems that being dependent on the Conservatives created for Lloyd George. However they will balance these against the problems that Lloyd George created for himself by his own actions.

Question 2

- 02** 'British governments, in the years 1929 to 1951, were unsuccessful in dealing with economic problems.'
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 consider the reaction of successive governments to Britain's economic problems and assess the degree to which those governments succeeded in addressing the problems they faced. Students are likely to look at the period chronologically (as laid out in this mark scheme) although it would be equally valid to adopt a thematic approach, looking at different economic issues and assessing the degree to which they were resolved by different governments. Candidates do not need to deal with every issue, but they should highlight a variety of key problems and consider the attempts to deal with these.

In considering the period 1929–1931, students will need to examine the success of the government in dealing with the problems emanating from the Wall Street Crash (collapse in demand for British products leading to a fall in the value of exports, unemployment and industrial imbalance). They might consider and comment on the success of government action in relation to some of the following issues:

- wage cuts, public spending cuts, tax rises and unemployment benefit
- the wisdom of the over-riding desire to reduce the budget deficit
- the problems of maintaining the gold standard and the decision to abandon it.

Issues worthy of consideration in the period 1931–1945 might include:

- the impact of abandoning the Gold Standard and the adoption of a more expansionary monetary policy (cutting interest rates; targeting inflation, devaluing the pound)
- the degree of economic growth and continuing unemployment after 1934
- the imbalance between north and south and attempts to address this
- the impact of rearmament and return to full employment 1939; wartime economic measures.

Issues worthy of consideration in the period 1945–1951 when Britain was faced with the aftermath of war bringing issues of debt, loss of markets, lack of housing and damage to other vital industries might include:

- the effort to balance welfare spending (including housing programme) against the revival of industry
- the negotiation of US loans and maintenance of rationing in 'age of austerity' – with financial crises in 1947 and 1951
- the policy of nationalisation
- wage restraints and low unemployment.

Students are likely to conclude that the Labour Government of 1929–31 struggled to deal with the effects of the Depression, but that the problems may well have been beyond the capacity of any government to solve. Possibly the policy of 'drift' may even have combated the worst effects of the Depression. The policies of the Conservative and National governments are likely to be seen as more successful, even if that is considered a measured success, while the post-war Labour government is likely to be applauded for riding out the financial crises it faced and setting Britain on

a path to recovery. Good answers may well provide an overview and show an understanding of contrasting viewpoints (both political and economic).

Question 3

- 03** 'The dominance of the Conservatives, in the years 1951 to 1964, was due to divisions within the Labour Party.'
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**
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Indicative content

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Students will need to consider a range of reasons producing Conservative dominance in the years 1951–1964 and assess the degree to which divisions within the Labour Party were key to that dominance.

An explanation of the importance Labour divisions in maintaining Conservative dominance might include:

- 1951 split over the austerity budget weakened the ability of the Labour Party to fight the General Election of that year
- the weakness of Attlee's leadership after 1951 and problems emanating from the subsequent leadership struggle and realignment of 1955 created further splits in the party with respect to its ideology and policies. Consequently, the Labour Party had no coherent policy to offer and looked weak in the eyes of the electorate
- the continuing rivalry between Bevan and Gaitskell (and their followers) damaged Labour's ability to oppose the Conservative government effectively or take advantage of Conservative weakness, e.g. over Suez
- division over key issues-principally nuclear weapons, Europe, and Clause IV, caused a rift with the trade unions while some important sectors of the electorate were alienated by the association of the left wing with unilateral nuclear disarmament and nationalisation.

An explanation of other reasons for Conservative dominance might include:

- the reorganisation of the Conservative Party and the broadening of the party's appeal by 1951. The recognition of the importance of intervention in social and economic issues and acceptance of Labour policies such as the welfare state and nationalisation measures (save for steel and road transport) brought electoral popularity and 'stole Labour's thunder'
- the beginning of economic recovery from 1951 and the post-war boom which brought full employment provided a contented electorate. The pursuit of a successful 'mixed economy' also embraced much of what Labour had previously stood for
- affluence and rising living standards endeared the electorate to the party in power which was able to time elections to coincide with the 'feel-good' factor. Tax cuts won over the middle classes in 1955, while the 1959 election was called at a time of high affluence and consumerism
- the image and influence of Churchill and even more so, Macmillan helped the party. 'SuperMac' – was seen as sound and trustworthy and was well-supported by the press and media. (Eden was also initially hailed as a promising new-style PM, but rapidly tarnished by Suez. Nevertheless the Conservatives recovered quickly – partly because of his rapid departure and the success of Macmillan, playing on economic improvements and affluence.)
- Macmillan presided over a capable and efficient Cabinet (Butler, MacLeod, Boyle) whose policies met with broad political approval.

Students may point out, in conclusion, that, by 1964, Conservative dominance was lost as the Labour Party reunited under Harold Wilson and challenged the image of the Establishment (made worse by the coming to power of Alec Douglas-Home). Wilson challenged the Conservatives'

'outdated' outlook and promised to use 'the White Heat of Technology' to re-establish Britain's place in the world. The importance of the new Labour unity in 1964 might be cited to give weight to the view that it was primarily Labour divisions that had caused the Conservative ascendancy of 1951–1964. However, it could equally be argued that it was not Labour disunity but the inability of Labour to offer clear policies that differed from the Conservative line, that kept them out of power for so long. (Hennessy has suggested that Attlee set the political agenda followed on both sides after 1951 – 'big government' and the drive to equality – but the Conservatives found themselves in the position to carry this forward.) Yet another argument might suggest that it was the power of affluence that allowed the Conservatives to dominate between 1951 and 1964 and that it was, to some extent, 'luck' that they were in power just as the boom began.

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