



General Certificate of Education

AS History 1041

Unit 1: HIS1L

Britain, 1906–1951

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates 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:

- 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

January 2009

GCE AS History Unit 1: Change and Consolidation

HIS1L: Britain, 1906–1951

Generic Mark Scheme

Question 1(a), Question 2(a) and Question 3(a)

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why conscription was introduced in 1916. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Focus should be on the reasons for the introduction. They include the following:

- initially in 1914 the emotional atmosphere of patriotism and common belief that the War would 'be over by Christmas' led to mass recruitment to the army. By late September 1914 three quarters of a million volunteers had enlisted
- Kitchener's campaign for recruits at first was successful
- the massive number of casualties in the battles of 1914 and 1915 on the western front and in the Dardanelles campaign, and also the 'shell shortage' publicity, led to a slowdown in the rate of recruitment. Pressure from the military and at home for introducing conscription mounted during 1915
- despite the opposition of many Liberal and Labour MPs wishing to keep enlistment voluntary, Asquith's coalition government gave way to the pressure
- initially there was a compromise suggested under 'Lord Derby's Scheme'. Men vowed publicly to fight if and when called upon. This was not well-received by press and public. Some women including suffragettes continued to give out white feathers to 'reluctant' men
- in response the government then introduced conscription in January 1916 for unmarried men under the age of 41
- this move did still not fulfil the numbers demanded by the generals, especially with preparations for what was to become the Battle of the Somme, and in May 1916 conscription was extended to all married men under the age of 41.

Stronger answers may emphasise the political and economic issues, that some essential workers for example in munitions were exempted, and the overall needs of Britain in fighting a total war.

-
- (b) How important was the work done by women on the home front during the First World War in changing the position of women in British society by 1928? (24 marks)

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

Indicative content

Focus should be on the importance of War work though this can be in a context of wider reasons for the changing position of women. The contribution to the economy through employment during the War was probably the most important factor producing change with movement towards more equality, independence, improved status and also the vote for parliament.

Factors significant in changing the position of women due to their war work include the following:

- to varying degrees women were in positions of authority and/or responsibility, or making significant contributions to society by (often crucial) contributions to the war effort
- generally they were better paid than previously (though only exceptionally, like some doctors, at the same levels as men)
- work increased social freedom and independence
- the only traditional women's occupation to show a marked decrease in numbers during the War was in domestic service. Prospects elsewhere were more attractive and provided improved status, pay and independence.

Social advance was made during the War by both middle and working-class women as a result of their war work.

Other factors apart from wartime employment which may be considered, though many were connected with wartime employment can include the following:

- the prospects of middle-class girls, particularly in secondary education and universities, were extended both during wartime and during the 1920s. Despite the Geddes Axe working class girls were helped by the 1918 Education Act
- the wartime changes in such diverse matters as dress, smoking, visits to pubs and entertainments (which frequently stemmed from being employed) were new social freedoms which continued after the War. Such freedoms were demonstrated by 'the flappers' during the 1920s
- such changes were helped by the absence of husbands and fathers, a situation which continued after 1918 for many who had lost male members of the family
- in 1918 women gained the franchise for parliamentary elections. There is debate about the effectiveness of the suffrage, and especially the suffragette campaigns, in achieving this. They had not achieved their aim before the War, but mostly had given support to the War effort and 'demanded to serve'. Undoubtedly the praise and gratitude heaped upon women for their wartime efforts, mainly in employment of diverse kinds, were clearly significant in the gaining of the franchise by 1918. However, the franchise granted was limited to women over 30, which meant that many munitions' workers did not receive it then
- all women over 21 received the parliamentary franchise in 1928, through it was really unconnected with their war work. Home Secretary Joynson-Hicks made an off the cuff remark in a public meeting to enfranchise women aged 21–30 which Baldwin's government honoured.

After the War there was a slowdown in the changes with regard to women's employment and the rate of improvement of women's position in society in general, but many wartime changes achieved remained permanent. On the other hand, many of the jobs had been short-term and traditional roles (women as carers, nurses, bearing children to replace the 'lost generation', housewives on the 'kitchen front') remained alongside notions such as equal pay. Stronger responses will evaluate fully the importance of the economic contribution.

Question 2

- (a) Why did the Labour government find it so difficult to deal with the financial crisis of 1931? (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Focus should be on why the government found it so difficult and was unable to deal adequately with the financial crisis in a context of the economic and political issues in 1931.

Relevant factors include the following:

- the period of the Labour government was dominated by the economic and unemployment problems which had become very serious by the end of 1930
- following the Wall Street Crash 2.6 million (average) were unemployed in Britain during 1931
- though Labour had won the largest number of seats in the 1929 election, it was a minority government restricted by its dependence on the Liberals
- Thomas had been given special responsibility to tackle unemployment but he was ineffective, as was MacDonald himself when he took over the role from Thomas
- Mosley's recommendations for solving the economic crisis were rejected
- the major financial problem for the government was that the increasing number of unemployed greatly increased the cost of the dole, producing a financial as well as an economic and social crisis
- in February 1931, the government appointed the May Committee to recommend actions/solutions. While it deliberated the economic situation deteriorated. The British press also helped to create a mood of crisis
- the May Committee published its report at the end of July. It recommended a reduction of £96 million in government expenditure, two-thirds of which was to be at the expense of the unemployed. This was unacceptable to the great majority of Labour MPs and members of the Labour Party
- publication of the May Report led to a wider financial crisis as international financiers withdrew investments from Britain. However, MacDonald and Snowden were determined to implement the May Committee recommendations and gained Conservative and Liberal support
- after a series of lengthy meetings the Labour cabinet remained divided and MacDonald resigned.

The financial crisis which had emerged from the economic crisis was clearly very difficult for the Labour government and not solved.

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- (b) How successful were the National governments in bringing economic recovery in Britain in the years 1931 to 1939? (24 marks)

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

Indicative content

Focus should be on the degree to which the governments were successful. Stronger responses will also consider other factors which assisted economic recovery.

Measures and points concerning the degree of success achieved by the National governments include the following:

- the initial task, as seen by MacDonald's new government in 1931, was to implement most of the May Committee recommendations
- despite the Invergordon mutiny by sailors at cuts in their pay, and continuing lack of foreign investment, the government, going against its previously declared policy, was forced to abandon the gold standard, which gave a boost to (more competitive) exports and made sterling a more favoured investment
- in the 1931 election the Conservatives finally committed themselves to protection, with the result that the government abandoned free trade. Protection undoubtedly helped industry in the longer term and was probably inevitable given the world depression and actions by foreign governments
- in terms of the major problem of unemployment, the average number reduced from a peak of 2.7 million in 1931 to (still) 1.5 million in 1939
- government policies themselves did little directly to tackle the causes of unemployment and were largely reactive
- the staple industries were already in long-term decline well before the 1930s. The effects of government policies were limited in directly reducing unemployment especially in the staple industry regions
- the changes in the dole, including abolition of the means test, did little to stimulate the economy
- the Special Areas Act of 1934 gave only limited financial aid to depressed areas
- there was no direct government intervention of the kind and range of Roosevelt's New Deal
- protests about unemployment, by the unions and through hunger marches, did little to change government policy to make it more interventionist.

Other factors (not directly due to government policies) which led to gradual economic recovery include the following:

- low interest rates and easier credit (though it can be argued these, and especially 'cheap money', derived from government policies) helped expansion of the economy
- the expansion was mainly in the new industries. These were mainly based on electrical power and flourished in parts of the south and midlands. They included household electrical goods, cars, transport especially in London, chemicals, the 'holiday industry', cinema and large retail stores
- of particular importance in economic recovery, in which low interest rates were significant, making obtaining of mortgages relatively easy for those in more secure employment, was construction, particularly of housing
- also important was the revival of world trade with the recovery of world markets based on American recovery, particularly after 1935

- re-armament helped to reduce unemployment from c1935.

Overall governments' actions during the period were limited in bringing economic recovery, though some were helpful. It was other factors which in the main helped recovery, although, it can be argued, 'depression' remained in some towns and parts of the country in 1939.

Question 3

- (a) Explain why the Labour Party won a landslide victory in the 1945 General Election.

(12 marks)

Target: AO1(a), AO1(b)

Indicative content

Answers should focus on the reasons for the major victory achieved by Labour considering that Party's appeal by 1945 in the context of changed attitudes during the Second World War and the problems for the Conservative Party.

Factors relating to Labour's appeal include the following:

- it was based on the political climate favouring a fresh start for Britain after six years of total war
- Labour produced a manifesto; *Let us Face the Future*, containing constructive proposals based on its experience in war with the country having experienced 'wartime socialism'. Planning and increased egalitarianism had been hallmarks of wartime experience and Labour intended to carry them forward
- Labour's programme had much broader appeal than just to the working classes. Young people, many of them voting for the first time, and particularly huge numbers in the forces, were attracted to Labour's programme
- at the heart of the programme were firm commitments to full implementation of the *Beveridge Report* and establishment of a welfare state, proposals to (re)construct housing and nationalisation
- Labour's leading members had had successful ministerial experience, especially on the home front, in Churchill's Coalition government
- Attlee as Labour leader, though lacking the dynamism of Churchill, suited the mood of peacetime.

Factors relating to the Conservative problems include the following:

- there was a lack of trust in 1945. Even Churchill's war leadership record could not overcome the highly significant tainting of the Conservative Party's record in office during the 1930s
- in particular the Conservatives were still associated with mass unemployment and social deprivation
- the Conservatives were also blamed for the failure of appeasement (even though Churchill clearly had been an opponent of it)
- the Conservatives as a Party retained an outdated image from the 1930s in 1945 and lacked clear policies for post-war Britain especially when compared with Labour's programme

- also important as a factor in the outcome of the 1945 Election was the performance of the Conservatives in the campaign itself. Churchill was their main electoral asset, but he made mistakes in making what came to be regarded as rather absurd attacks on his erstwhile Coalition partners in the Labour Party especially in his 'Gestapo' speech. He remained popular, but this was not sufficient to overcome the record of his Party during the 1930s.

Analysis of the outcome of the 1945 Election and explanation of Labour's 'landslide' victory came mainly after the event. Labour won 393 seats to the Conservatives' 213. The results surprised both Labour and Conservatives, given the expectation at the time that Churchill, given his own record both in opposition to appeasement and then as wartime leader, would be returned to power. The Conservatives suffered a major defeat. Labour's victory constituted a 'landslide'.

- (b) How successful were Attlee's governments in dealing with health and housing in the years 1945 to 1951? (24 marks)

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

Indicative content

Focus should be on the degree of success achieved in both areas within a context of the issues of post-war reconstruction. There was considerable success.

Points relating to the governments' actions and degree of success in dealing with health include the following:

- the establishment and early years of the National Health Service were overall major achievements and the key element in the establishment of the welfare state, reflecting Labour's promise to implement the *Beveridge Report*
- on implementation of the 1946 Act in 1948, all citizens could join the panel of a local doctor and receive free treatment and medicines
- the medical service, including hospitals, was effectively nationalised
- treatment, immunisation and preventative measures through the NHS, e.g. free vitamins for children, rapidly improved standards of health compared with the pre-war situation
- initial opposition from the BMA and the Conservatives had forced Bevan into some compromises such as the retention of some private practice
- the degree of success had its limitations. The main problem for the NHS, and thereby the governments, was the high cost, including the supply of free medical aids, such as spectacles, which many did not actually need. The NHS rapidly became a victim of its own success
- the introduction of prescription charges and some limitations on provision were partly due to the enormous costs in themselves as well as the post-war economic problems (remedied only in part by the US loan and Marshall Aid), austerity and costs of the Cold War. The prescription charges, as part of Gaitskell's budget in 1951, led to division within the government and the resignation of Bevan (and Wilson) in protest
- nevertheless the NHS, despite initial opposition from the Conservatives, had become supported by all parties by 1951.

Points relating to Attlee's governments' actions and degree of success in relation to housing include the following:

- close government control of building continued from the war
- bomb damage made major re-building necessary
- crucial was the New Towns Act (1946) which planned 20 new towns, many around London, where those who had suffered from destruction could relocate. Industry was encouraged to move to, or establish itself, in these new towns
- the Town and Country Planning Acts (1944 and 1947) established green belt areas and stopped the unplanned, speculative developments of the 1930s as in Middlesex
- government used its controls to encourage the building, essentially by local councils, of houses for rent. 200 000 new houses per annum were achieved from 1948 to 1951
- however, the number of houses and early development of the New Towns did not provide sufficient to satisfy either demand or need. Many new dwellings were temporary prefabs.

Undoubtedly the post-war economic (and financial) problems, most caused by the War itself, played a major part in limiting achievements, though expenditure in other areas of welfare provision, on nationalisation, and foreign and defence policies, were also significant in limiting the degree of success achieved by Attlee's governments in the spheres of health and housing. Stronger answers will give some consideration to the impact of economic dislocation on both health services and housing.