



General Certificate of Education June 2012

**AS History 1041
Unit 1L
Britain, 1906–1951**

HIS1L

Final

Mark Scheme

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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 to download from the AQA Website: www.aqa.org.uk

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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 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 2012**GCE AS History Unit 1: Change and Consolidation****HIS1L: Britain, 1906–1951****Question 1**

- 01** Explain why the Conservatives were unpopular in 1906. *(12 marks)*

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit.	0
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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 Conservatives were unpopular.

Students might include some of the following factors:

- almost certainly the most significant factor was the tariff reform issue, which divided the Unionists, but united the opposition Liberal Party around the 'big loaf' and free trade
- implementation of the 1902 Education Act (though now regarded as important and progressive) was an unpopular reform with many amongst the electorate. (It had also

helped to reunite the Liberal Party after the Boer War and restore Nonconformist support for the Liberals. The Conservative Licensing Act was also opposed by Nonconformists

- Balfour's ongoing refusal to rectify the Taff Vale Case by legislation was a major concern of trade unions and their members
- the lack of social reform by the Conservative government despite the *Reports* of Booth and Rowntree
- Balfour's perceived weak leadership. He had piloted the Education Bill through parliament himself, failed to see the political implications of 'Chinese slavery' which was a concern of both the middle and working classes and, perhaps his biggest mistake, allowed the Unionists to split over tariff reform with Balfour and his supporters trying to hold the balance by 'sitting on the fence' between Chamberlain's supporters and the free traders. His resignation in late 1905, even before the General Election, smacked of weakness and unpopularity of the Prime Minister and his Party
- revelations about British behaviour in the Boer War had also added to the Conservatives' unpopularity.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how tariff reform became the most contentious issue by the time of, and during, the 1906 Election campaign with Balfour's inability to unite his Party on the issue.

Question 1

02 How far was social reform in the years 1906 to 1914 due to 'New Liberalism'?

(24 marks)

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

Generic Mark Scheme

Nothing written worthy of credit.

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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 social reform was due to 'New Liberalism' might include:

- the approach of 'New Liberalism' after 1906, with its emphasis on (limited) collective state action to help the most disadvantaged, was supported by a significant number within the Liberal Party
- many of the new Liberal MPs in 1906 were influenced by the views of writers such as Hobhouse and civil servants such as Morant and Beveridge who supported collective action to tackle social problems
- the most influential 'New' Liberals were Lloyd George and Churchill who initiated most of the social reform measures from 1908
- some of the most significant reforms, old age pensions and National Insurance against unemployment and poor health, were driven by Lloyd George, and Labour Exchanges and the Trade Boards by Churchill
- the constitutional struggle over the 'People's Budget' and the powers of the House of Lords was led by Lloyd George as a 'New' Liberal fighting to ensure further social reform measures and funding for them could be passed without rejection or mutilation by the Upper House.

Factors suggesting that social reform was due to other factors and that the influence of 'New Liberalism' was limited, might include:

- there remained a significant number of Liberals, including MPs, who clung to Gladstonian Liberalism and thereby limited the range and extent of social reform
- social reforms, e.g. for children, the Merchant Shipping Act and the Workmen's Compensation Act began under the government of Campbell-Bannerman, a traditional Gladstonian Liberal, before the 'New' Liberals became influential under Asquith
- the social reforms were made to combat any appeal of the new Labour Party
- there was general concern about the issue of poverty highlighted by the work of Booth and Rowntree and the 1904 government report on 'Physical Deterioration'. Action on social reform, so neglected by the Conservatives, had to be taken
- there was a drive to increase 'national efficiency', much influenced by experience in the Boer War, again promoted by need for it rather than just by the influence of 'New Liberalism'.

Good answers are likely to show an awareness that 'New Liberalism' was just one of the factors accounting for social reform in the years 1906 to 1914.

Question 2

03 Explain why there was a General Strike in 1926. *(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 there was a General Strike in 1926.

Students might include some of the following factors:

- background on the problems of the coal industry after the First World War, e.g. the refusal of government to implement the Sankey Report recommendation for permanent nationalisation of the industry, the handing back of the mines to the private owners in 1921, the 'Triple Alliance', the return to the gold standard in 1925, making export of coal even more difficult and reactions to the Samuel Report in March 1926
- the intransigence of mine owners in refusing to modernise the coal industry and demanding longer hours and particularly lower pay for the miners
- the intransigence of the leaders of the miners' union, notably Cook and Smith, and their unwillingness to compromise: 'Not a penny off the pay, not a minute on the day'
- the ending of the nine months' government subsidy of miners' wages in April 1926

- the Miners Federation was the vanguard of the trade union movement and if defeated in taking action alone would be the prelude for a similar diminution in other workers' pay and conditions
- the TUC was therefore prepared to back the miners and called out all unions in a General Strike beginning on 4 May after the miners had been 'locked out' on 1 May.

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 issues faced by miners and the wider British workforce.

Question 2

- 04** How successful were British governments in dealing with the problems of the economy in the years 1926 to 1931? **(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 the success of British governments (Conservative, Labour and National) in dealing with the problems of the economy might include:

- Baldwin's government's victory in defeating the General Strike and returning the country, including eventually the miners, to normal economic activity
- Baldwin's 1927 Trade Disputes Act weakening the position of the unions and the co-operative 'Mond-Turner conversations' of 1928 which made industrial disputes and strikes much rarer
- maintaining unemployment at little over one million until the effects of the Wall Street Crash
- from 1926 the Central Electricity Board's development of the grid assisting some modernisation of the energy supply for industry
- The National government's policies in 1931 in implementing cuts, including the rate of unemployment benefit, abandonment of the gold standard and the Conservatives' intention to introduce protection.

Factors suggesting the lack of success for the governments in the period might include:

- the length of time before miners returned to work in 1926 affecting the future of the coal industry
- failure to reduce the high unemployment rate and especially to reduce the even higher numbers, particularly by the second Labour government, during the depression in 1930 and 1931
- failure to stop the structural decline of Britain's staple industries (coal, iron and steel, textiles and ship-building)
- failure to revive the level of exports in the context of world competition
- failure to encourage the modernisation of British industry, most notably in the coal industry
- failure of the Labour government (and in part the National government in 1931) to solve the major economic and associated financial crises in 1931.

Good answers are likely to show an awareness that, despite the relative economic prosperity of the period from the ending of the General and miners' strikes to the autumn of 1929, overall government policies were not successful in dealing with the problems of the economy and particularly not so after 1929.

Question 3

05 Explain why the Second World War changed the role of women in Britain. (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 Second World War changed the role of women.

Students might include some of the following factors:

- as in the First World War, this second 'total war' required women in all kinds of employment, including industry and transport, to replace men serving in the armed forces. Work in armaments production was particularly important. By the end of 1943 half of all factory workers were women
- at first recruitment to war work, e.g. in the Women's Land Army, was voluntary, but In December 1941 conscription of women was introduced for service either in auxiliary military services or in civil defence
- unlike the situation before the War most married women worked in addition to having responsibility for the children and the home

- war work increased women's independence, status and money (though not equal pay for most). Many felt liberated. Some argue that there was a 'sexual' revolution in terms of relationships
- for many women their changed role lasted into peacetime with continuation in employment and having greater equality. There was increased participation in many aspects of national (e.g. in parliament) and community life.

To reach higher levels, students will need to show why the War changed the role of women and the inter-relationship of the reasons given, for example they might argue that the Second World War, as a total war and the need for victory, required every woman to make some relevant contribution to the war effort which resulted in both some temporary and some permanent changes in their role.

Question 3

- 06** How far was the Labour Party's election victory in 1945 due to changes in social attitudes during the Second World War? **(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 changes in social attitudes explain the Labour Party's victory might include:

- war experiences produced profound changes in social attitudes, notably towards the left politically and especially with regard to 'pulling together', collective state action for the common good, efficiency in the economy (for war production) and provision for health and welfare. The existence of social problems had become more evident especially highlighted by the condition of evacuees. Support for the *Beveridge Report* proposals was particularly strong
- the wartime Coalition government, led on the Home Front by Labour ministers, had sought to create a society in which all were involved equally with the struggle against Nazi Germany and its allies. This had clear links with the kind of society Labour wished Britain to be
- rationing, the raising of taxes, and conscription of both men and women produced a feeling of equal involvement and fairness in society as well as in the war effort, again reflecting Labour or socialist characteristics
- Labour portrayed itself as being the progressive party, reflecting changed social attitudes and appealing particularly to the forces and younger voters, but also to middle-class people as well as its traditional working-class support. Labour's Election campaign and manifesto were based on promises to construct a post-war Britain based on the principles of fairness and greater equality in the economy and welfare provision
- Labour wished to see women continuing to play important roles in public life and the economy
- full employment during the War saw a period of increases in pay of many workers, developments which Labour wished to continue.

Factors suggesting that Labour's election was due to other factors might include:

- confidence in Attlee and other leading Labour politicians given their successful ministerial achievements during the War
- the Labour Election campaign itself compared with the lacklustre efforts of the Conservatives
- Churchill and most other Conservatives in the Coalition Government had little commitment to implementing the Beveridge proposals for social reform, regarding them as too ambitious and expensive to introduce as a whole
- Churchill's mistakes during the Election campaign such as his 'Gestapo speech' and concern that he would not make a successful peacetime leader
- a feeling that the Conservative Party was outdated and, in particular, memories of the Conservative record on unemployment, the economy and on appeasement during the 1930s.

Good answers are likely to show an awareness that changes in social attitudes during the War helped to produce different political views, for example on equality or state action, which greatly assisted the Labour Party in gaining its electoral victory.

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