



General Certificate in Education

AS History 5041

Alternative U Unit 2

Mark Scheme

2007 examination – June 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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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative U: Britain, 1929–1998

AS Unit 2: Britain, 1929–1951

Question 1

(a) Use **Source A** and your own knowledge.

Explain briefly what is meant by ‘Lend-Lease’ (line 1) in the context of Britain’s financial problems in 1945. (3 marks)

Target: AO1.1, AO2

L1: Basic explanation of the term using the source, e.g. had been the way in which the US had helped Britain acquire armaments and raw materials during the Second World War. **1**

L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the sudden ending of Lend-Lease in 1945 shocked the Labour government and threatened Britain with bankruptcy; forced the Labour government to seek a further American loan on harsh terms; or revealed that the US was an economic rival as well as an ally. **2-3**

(b) Use **Source B** and your own knowledge.

Explain how useful **Source B** is as evidence about Britain’s financial problems resulting from the Second World War. (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

L1: Basic statement identifying utility/reliability of the source based on the content, e.g. summary of problems, written in 1945. **1-2**

L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. from a highly informed source – a leading economist. Brings out dependence of Britain during the war on overseas financial help especially from America and the Commonwealth. Source B also brings out the seriousness of the US ending of Lend-Lease – a “financial Dunkirk” as Keynes called it. Use of own knowledge as well as the source to confirm either the importance of Lend-Lease or the shock to the government of the US decision to end Lend-Lease immediately after hostilities. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. recognises Keynes as the government's economic adviser and this memo as being given in confidence. Uses the source and own knowledge to bring out how the crisis of 1945 determined the thrust of Labour economic and foreign policy in the 1946–1949 period such as export drive, austerity, devaluation, withdrawal from commitments and need for Marshall Aid. Level 3 candidates may also criticise the source – Keynes trying to shock Labour out of its post-election elation, or that it only refers to the situation in 1945. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

'The main reason for the continued position of Britain as a World Power after the Second World War was assistance from the United States of America.'

Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Candidates could use the sources to provide evidence for the importance of US financial assistance in preserving Britain as a major power. Source A implies the importance of Lend-Lease in 1945 and the crisis provoked by its sudden ending. It also refers to the value of US aid

under the Marshall Plan from 1948 in enabling the Labour government to overcome its economic problems by 1950. Source B also implies the importance of Lend-Lease until mid-1945 and stresses that “substantial aid from the United States” will be essential in the future for avoiding financial disaster and a collapse of British power. Source C brings out how the Labour Government was forced to withdraw from overseas commitments and how essential the US became in Britain’s defence.

Own knowledge could also be used to lend support to the importance of US help financially, economically and militarily. Reference could be made to the value to Britain of Marshall Aid from 1948, the importance of America as an export market and source of scarce dollars, the US taking over the burden in Greece and Turkey in 1947, her role in the Berlin Airlift and through NATO in securing the defence both of Britain and western Europe.

However, the sources could also be used to challenge the statement too. Source A brings out how American decisions over Lend-Lease and dollar convertibility plunged Britain into economic crisis both in 1945 and 1947. It also refers to the economic problems created by British involvement in the Korean War. Source B highlights the continued importance of the Commonwealth, whilst Source C brings out Bevin’s role in tying America to the defence of Europe, his determination to play a role in deterring Russia and giving Britain the atomic bomb. Source C also shows Labour’s determination that Britain should play a major role in world affairs despite her financial difficulties. Source A argues that Labour’s policies dealt with the crises “reasonably well”, whilst Source B emphasises the importance of Labour’s policies of an all out export drive and cutting back on some overseas commitments in order to provide a sound basis for continued British power.

Own knowledge could also be used to argue that America, by ending Lend-Lease and demanding full convertibility, led Britain to withdraw from world commitments. Own knowledge could be used to argue that it was American anti-imperialist pressure which partly pushed Britain into withdrawing from India, and American policy which contributed to Britain’s decision to leave Palestine. Some candidates may also point to Labour reintroducing conscription and maintaining large defence forces.

Candidates could also refer to other factors. From own knowledge they could point out that in 1945 Britain still had a world-wide empire and responsibilities. External events notably the development of the Cold War with Soviet Russia and from 1949 Communist China, also forced Britain into a new world role as America’s main ally both in Europe and the Far East. Source A refers to British support for the US in Korea.

The key requirement is a relevant and balanced argument supported by appropriately selected evidence from the sources and own knowledge. Level 1 answers will be thin in content and/or assertive in argument. Level 2 responses will have some limited understanding of US aid and possibly Labour policies drawn either only, or very largely, from sources or from own knowledge. At Level 3 answers will use both sources and own knowledge to bring out the role of US aid in more width and depth. Level 4 responses will have balance between US aid and other factors such as Bevin’s policies and supported by a range of evidence from sources and own knowledge. At Level 5, answers will have full integration of sources and own knowledge, a balanced view of the various factors, with some attempt at a substantiated overall judgement which may be partial or implicit.

Question 2

- (a) Comment on 'events of 1931' in the context of the end of the second Labour Government. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. candidates might refer to such points as the split in the Labour Cabinet, MacDonald's 'betrayal', or the terrible defeat suffered by Labour at the 1931 Election. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. candidates might refer to some of the following points – the Labour Cabinet split over the cuts in government spending required to keep the confidence of foreign bankers in the British financial system; or, MacDonald's resignation as Prime Minister but then forming a coalition with the Conservatives and Liberals without consulting his Labour colleagues; or that few of his Labour colleagues joined his National Government and that MacDonald called a general election in October 1931 in which the Labour Party was reduced from 288 MPs to 52, wiping out most of the ground it had made since 1918. **2-3**

- (b) Explain why the Labour Party was 'beginning to recover' by 1935. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. that the Labour Party did much better in terms of seats in the 1935 Election than in that of 1931. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. Trade Union leaders like Bevin helped the party recover. So too did its new leaders – Lansbury and Clement Attlee, Lansbury had the affection of the party and though his pacifism proved an increasing liability this was removed by the choice of Attlee, an ex-army officer, to succeed him. New policies also began to be developed. The continued high rate of unemployment and the inability of the National Government to tackle the problems of the depressed areas also helped Labour win back votes. Memories of the 1931 debacle began to fade. Labour also picked up some of the rapidly declining Liberal vote. It also lost its far-Left element when the ILP finally broke away after 1931. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. the disaster of 1931 was brought about in abnormal circumstances and it was always likely that Labour would return to the higher level of electoral support it had built during the 1920s once things settled. Although the 1931 split looked bad, in fact MacDonald only took three ministers with him and the rest of the party remained united. Once it had got over the shock Labour was always likely to recover. Its foreign and defence policies became more relevant from the mid-1930s. **6-7**

- (c) Was Britain's experience of coalition government between 1940 and 1945 the most important factor in explaining why Labour won the General Election in 1945?
Explain your answer. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates may consider the experience of Labour politicians such as Attlee, Bevin and Morrison playing a key role in the war coalition's policies on the Home Front during 1940–1945; Attlee as deputy Prime Minister, Bevin as Minister of Labour and Morrison as Home Secretary. Well researched candidates may also refer to Dalton and Cripps. Labour's role convinced many voters in 1945 that it had an able, experienced team who could be trusted to deliver welfare reforms, nationalisation, full employment and improved housing promised in their manifesto. This experience of Labour politicians in key government posts on the Home Front for five years wiped out memories of the debacle of 1931. Labour's endorsement of the Beveridge Report in 1942 and other wartime reports, further strengthened faith in Labour. Candidates may also point out that Churchill became Prime Minister in 1940 partly because Labour refused to serve under Chamberlain.

Experience drawn from the threat of invasion, evacuation of children and bombed out families, rationing, government propaganda, six years of hardship etc. strengthened feelings of social solidarity, belief in 'fair shares', the value of acting collectively through state planning and control, all of which made Labour's values and policies far more acceptable, even popular, in 1945 than in the 1930s. Six years of increased State control had brought victory in war, so why not in peace?

Experience of the war coalition also undermined faith in the Conservatives. Not only had their pre-war policy of appeasement failed to deter Hitler, but their lukewarm attitude to proposals such as those of Beveridge for major social and welfare reforms after the war, lost them the

support of many both at home and in the armed forces. Wartime experience may have made Churchill a much admired and popular figure but this did not automatically transfer to his party. In 1945 many voters differentiated between Churchill and the Conservatives. Candidates may also point out that as early as 1943 Churchill's unenthusiastic reaction to Beveridge led voters to differentiate between Churchill as war leader and Churchill as peacetime leader. Well-informed candidates may bring out that an independent stood against Churchill in the latter's own constituency in 1945 and did surprisingly well.

At Levels 4 and 5 candidates will examine the role of other factors apart from the experience of 1940–1945. Candidates may point to memories of the Conservative-dominated governments of the 1930s and how they presided over high levels of long term regional unemployment, large variations in health and housing, and the lack of major social reforms. Or they may point to the quirks of the British electoral system and the disparity between votes and seats which in 1945 favoured Labour. They may point to the virtual disappearance of the Liberals so leaving anti-Conservatives no option but to vote Labour. Candidates may argue that the Conservatives fought a poor election campaign which was under-funded, too much focused on Churchill and with a manifesto which did not sufficiently match voters' hopes for the future. Candidates will probably also refer to Churchill's mistakes, notably his 'Gestapo' speech. Candidates may contrast this with Labour. Attlee's dignified reply to the 'Gestapo' slur, the appealing manifesto title and its businesslike identification of what needed reform and how it was going to be done.

At Level 5 candidates will reach a substantiated judgement as to whether the experience of the war coalition and Labour's part within it was the key reason for Labour success in 1945 or whether it was either Conservative weaknesses or some other factor.

Question 3

- (a) Comment on 'means test' in the context of relief for the unemployed in the early 1930s. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. the way by which the unemployed could get financial help. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. brought in by the National Government in 1931 to cut public spending, balance the Budget and deal with the financial crisis but was improved after 1934. Or may give developed definition, e.g. local authority Public Assistance Committees imposed a test of total household family income to determine whether an unemployed worker was entitled to a dole or additional benefit once the worker's NI benefits had run out. Or may look at the social consequences, e.g. felt to be humiliating and was deeply unpopular with the unemployed because of the tensions it created within the family and because of public officials prying into family circumstances. About 20% of applicants failed the test and were refused help. **2-3**

- (b) Explain why there was a high level of unemployment in Britain throughout the 1930s. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. general reference to World Slump and/or to declining industries. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. some statistics on the level of unemployment in the 1930s, or reference to the impact of the World Depression on the economy generally; and/or the impact of the decline of the staple industries on unemployment in the old industrial areas. Some causes of either the Depression or the decline of the staples need to be advanced. Reference might also be made to the inadequacies of government economic policies in failing to bring down unemployment levels. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. identifies both cyclical and structural causes; mentions the over dependence of certain areas and regions on one or more of the declining industries. Reward candidates who challenge the assertion that there was high unemployment throughout Britain and throughout the 1930s, as well as those who differentiate between the causes of short term and long term unemployment. **6-7**

- (c) Explain the importance of the policies of the National Government, in relation to other factors, in enabling Britain to overcome the problems associated with mass unemployment in the 1930s. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The question allows for candidates both to examine the economic policies of the National Government in reducing mass unemployment and also their broader social policies including provision of a basic income to those out of work for long periods. Higher level candidates ought to consider both aspects. Candidates who also consider what some of the problems associated with mass unemployment – especially long term unemployment – were should also be rewarded. Such problems might include how the families of the unemployed survived once National Insurance benefits ran out – the source hints at this; the psychological and physical problems associated with years of idleness in increasingly run-down areas devoid of job prospects; the rise in poverty and decline in health in the more depressed areas; and the temptation to look to extremist parties either of the Left or of the Right.

Candidates could explain how the policies of the National Government did gradually reduce both unemployment and its associated problems. They may point to economic policies such as low interest rates which encouraged a housebuilding boom and growth of consumerism; quiet devaluation designed to raise exports; Imperial Protection which gave some help to industries such as steel, and by the late 1930s, rearmament, which revived some of the depressed regions through government orders for warship and steel. They may point to a halving of total unemployment between 1933 and 1938. They may also refer to the Special Areas Act 1934 which gave some aid to the areas of highest long term unemployment and the 1934 Unemployment Act which encouraged workers to move to areas with better job prospects.

In the social area candidates may explain that the 1931 cuts in unemployment benefit were restored in 1934 and that the system of unemployment assistance provided a minimum income to unemployed families. Though levels of benefit may have been low they were at least regular and related to family size. Moreover Chamberlain's 1934 Unemployment Act did eventually end the worst features of the Old Poor Law, further extended national insurance to almost 15 million workers and set up the Unemployment Assistance Board to deal with those either outside the National Insurance scheme or no longer covered by it. Eventually the UAB did provide reasonable benefits according to need based on personal circumstances and family responsibilities. The long term unemployed were at least maintained by the NG though not found work.

Better informed candidates should also be able to explain the limitations of NG policies. Devaluation had only a short term effect on encouraging exports and so reducing unemployment. The Special Areas Act gave only a derisory level of aid and even then only to the most depressed areas. Rearmament did not bring many jobs or much hope to the areas of sustained, high unemployment until 1939–1940. Transfer and retraining schemes benefited only a fraction of the unemployed less than 75,000 overall. It could be argued that the real factors bringing down unemployment were growing private consumption, the expansion of the new industries and service sector and gradual world recovery. The NG cut unemployment benefit in 1931 and introduced the deeply unpopular 'household means test' which created family tensions, irritation at public officials prying into family matters and resentment amongst those who failed the test. The 1934 Act was an improvement but to begin with there were widespread protests at the low level of benefit and means testing remained.

Political extremism was not a common response of the long term unemployed but membership of both the Communist Party and the British Union of Fascists did grow. NG policies such as the Public Order Act curbed the activities of extremists by banning uniforms and restricting marches, whilst the complex system of unemployment assistance provided both a minimum income and distraction. Even the means test, though deeply unpopular, acted as a form of

social control since it was administered by local Public Assistance Committees in the early 1930s.

In looking at other factors, candidates could point to the expansion of mass entertainment in the form of the cinema, radio, the football pools, as well as both new and established sports in occupying the enforced leisure time of the long term unemployed. The concentration of long term unemployment only in certain communities – mainly parts of the old industrial areas of the North and Wales – also prevented unemployment becoming a more serious political issue. On the political extremes the Communists had no outstanding leader. Labour refused to enter into an alliance with them, whilst powerful trade union leaders like Bevin fought Communists in the Labour Movement generally. The Conservatives had no need to flirt with the BUF since they dominated the National Government, and Fascism was quite alien to men like Baldwin and Chamberlain. The parliamentary system was sufficiently strong and deeply rooted not to fall victim to extremism. The National Insurance schemes for unemployment and sickness relief – though improved in the 1930s – pre-dated the NG with the greatest extension of coverage being in the 1920s.

Level 1 responses will contain minimal factual content and assert rather than argue. Level 2 will often be more descriptive or have only a limited range of relevant economic or social material and few links. At Level 3, responses will have a clearer understanding of government policies and how they helped or will consider in a limited way both economic and social problems. Level 4 answers will consider a wider range of problems and policies, show awareness of the limitations of official policies and the role played by some other social and political factors. Level 5 will have coherent, sustained analysis and judgement covering a broad range of factors. The very best answers will be distinguished by their range and depth, balanced consideration of the value of NG policies in themselves and as compared to other factors, together with an understanding of the range of problems which a decade of high unemployment created.