



General Certificate in Education

AS History 5041

Alternative U Unit 2

Mark Scheme

2007 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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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.

Alternative U: Britain, 1929–1998**AS Unit 2: Britain, 1929–1951****Question 1**

- (a) Use
- Source C**
- and your own knowledge.

Explain briefly the meaning of ‘the National Government’ (lines 3 and 4) in the context of British politics in the 1930s. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. government of several parties formed in 1931. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. developed understanding such as the government formed as a result of the Labour government’s crisis in August 1931; or a coalition government made up of mainly Conservative MPs but a few Labour and Liberals too; to begin with headed by Ramsay MacDonald or later Baldwin/Chamberlain; led to bitter split in Labour’s ranks; held power throughout rest of the 1930s. **2-3**

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

How useful is **Source B** as evidence about the lives of the working class in the 1930s? (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. written by someone who lived in an industrial town during the Depression, saw its effects at first hand. **1-2**
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. Orwell was a writer who went to live in Wigan and was able to observe in detail the daily lives of working people. Useful in identifying both the shortages suffered by the unemployed and also how they coped. Orwell brings out some of the improvements in the lives of working people as well as the suffering of the poorest. Tests source against own knowledge to confirm. **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. might bring out some limitations such as Orwell looking at life in one of the most depressed
-

areas of the country; or comment on his social and political background, e.g. southern middle class and rather shocked by what he saw, also left wing and tended to idealise the working-class. Uses own knowledge to show that the source is not so useful in respect to the lives of those workers lucky enough to be in regular employment in the growth industries or in areas which had been less severely hit by the Depression. **6-7**

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

'All sections of society throughout Britain suffered during the economic depression of the 1930s.'

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

Source A provides evidence for both agreeing and disagreeing. All parts of Britain suffered from unemployment in both 1932 and 1937 but the figures show that those living in some regions were far more badly affected than those living in others, notably northern England, Wales and Scotland. The figures also show that high levels of unemployment lasted longer in these regions than in the Midlands and South. Source B also provides evidence which candidates can use to argue both ways. Reference is made to the deadening effect of unemployment, of large numbers being under-fed and of desperate measures being taken by the poorest to obtain fuel. Source B also brings out gender differences with long-term

unemployment affecting male workers more than female. Equally the source refers to some of the benefits of the 1930s such as the cinema and radio as well as the availability of cheap food. Source C again provides evidence for a balanced argument with reference to the miseries of the 1930s for some but referring also to rising standards of living for the majority.

Own knowledge can be used to supplement the sources. Candidates could distinguish between the lives of workers in the declining industries, such as cotton and coal, compared to those in the new, expanding industries, such as motor vehicles and electricity. They might also refer to the difficulties experienced by rural areas as well as urban and point out that some in the middle class were badly affected by business failure and lost jobs and status. They could distinguish between the experiences of the long-term unemployed in run-down depressed areas like the Welsh valleys and Lancashire textile towns and those whose unemployment was short-lived in the new, expanding areas such as Greater London. Candidates might also distinguish between the early 1930s with widespread, severe economic depression and the later 1930s with economic recovery. Reference could also be made to variations in social effects such as the humiliation of the Means Test, or variations in health, housing and in levels of poverty both within classes and within regions. Reward candidates who bring out that even in depressed areas like the North-West there were considerable differences between the impact of the depression on various towns. Candidates who analyse the impact of the depression in more than a simplistic black and white North v South way should also be rewarded.

Candidates might conclude that whilst more sections of the British public experienced some ill effects of the Depression, its impact was not shared equally between social classes or regions, and that whilst some areas suffered throughout the decade others recovered more quickly.

Question 2

- (a) Comment on 'normal party politics had been suspended' (lines 2 and 3) in the context of the years 1940 to 1945. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the political parties co-operated, rather than fought each other openly, during the war years. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. a War Coalition government was formed by Churchill consisting of Conservatives, Labour and Liberals. No general elections. It was agreed that by-elections should not be contested. Normal party politics were resumed again in June 1945. Reward candidates who point out either that there were debates criticising Churchill's government even during the war years or mention the Common Wealth Party. **2-3**

- (b) Explain why the Conservatives dominated politics during the years 1931 to 1940. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. the Conservatives were the majority party in the National Government. There were in effect three Conservatives who became Prime Minister during this period – Baldwin, Chamberlain and Churchill. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the weakness of Labour after the split of 1931 and their devastating electoral defeat. Continued Labour weaknesses due to problems of leadership and to divisions over rearmament and foreign policy. The appeal of Baldwin to the public and general support for Chamberlain's policy of appeasement until 1939. Gradual recovery from the economic depression under the Conservative dominated National Government. **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. loss of faith in Labour, the appeal of a 'national' government, both Baldwin and Chamberlain seen as a 'safe pairs of hands'. **6-7**

- (c) Was Conservative over-confidence the most important factor in explaining Labour's electoral victory 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 could point to Conservatives having dominated government between the Wars, being the majority party in Parliament and holding the majority of posts in the War Coalition. However, candidates should not over-rely on this since the focus of the question is on 1945. Reference should be made to Conservative complacency, with too many believing that public admiration of Churchill as a war leader was so great that voters would inevitably support him and his party at the next general election. Candidates might also point to Conservative hopes that the old strategy of frightening the voters with the prospect of Socialism would work again. In fact Churchill's 'Gestapo' speech proved counter-productive.

Good candidates, however, might well point out that Conservative confidence was misplaced. The Party's organisation had been run down during the war years and many of its younger MPs had volunteered for military service. They should also point out that the war years had changed public attitudes. Conservatives were associated with failed policies before the war both in regard to appeasement and long-term unemployment. There was a widespread desire for change and for a more equal society which worked against the image of the Conservatives and fitted better with that of Labour. Another serious weakness was that Churchill seemed lukewarm about the Beveridge Report believing that it would be too costly to put into practice.

Candidates should then consider other factors. The attraction of Labour ought to be a major one, with candidates pointing out that Labour's leaders such as Attlee, Bevin and Morrison were well-known and trusted by 1945 because of the important roles they had played on the Home Front since 1940. Labour's 1945 manifesto, with its stress on the nation building a new future, its promises to implement Beveridge, create full employment through State planning, build houses and create a national health service. Some candidates may refer to changed attitudes during the war especially the growing demand for major social reform and belief in the role of State planning and control. Memories of Labour's debacle in 1931 had faded and after 14 years of Conservative dominance in Parliament it was time for a change.

Well-informed candidates may point out that although Labour won a landslide electoral victory in 1945 it did come as a surprise to most people – even Labour supporters. Reward candidates who point out that although the Conservatives did not win many seats they won a lot of votes and that the 'first-past-the-post' electoral system was another factor explaining the 1945 result.

Question 3

- (a) Comment on 'the American Loan' (line 2) in the context of Britain's financial position in 1946. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. Britain close to bankruptcy in late 1945, desperate need for American loan. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. US ending of Lend-Lease in 1945 plunged British government into deep financial crisis; Keynes sent to Washington to negotiate new loan; terms seen as harsh in Britain. **2-3**

- (b) Explain why Britain's economic situation worsened in 1947. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. one of the worst post-war years, saw major economic and financial crisis. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the terrible winter, inadequate coal stocks, 'shiver with Shinwell', unemployment rose, power cuts, convertibility crisis. **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. US insistence on full convertibility of £ to \$ provoked sterling crisis and/or ministerial complacency over coal stocks, led to the introduction of a stricter austerity programme in Britain. **6-7**

- (c) Was Britain's economic weakness the most important factor in explaining her close relationship with the United States in the years 1945 to 1951? 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 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 should consider 'close relationship with the United States' both in financial/economic and political/military senses. Evidence for economic closeness might be the 1946 loan referred to in the stimulus, Marshal Aid 1948, the USA's role as Britain's main export market and source of dollars. Some candidates may point to the 1949 devaluation as brought on by British dependence on the US economy. Evidence for political/military closeness in this period might be US support over Greece and Turkey, the Truman Doctrine, NATO, co-operation in Germany including the Berlin Airlift and also in Korea. Reward candidates who contrast this closeness with relations before the Second World War.

There should be plenty of evidence for British economic weakness as a major reason for increasing closeness to America. The desperate economic and financial situation in Britain after 1945 forced Britain to seek US loans even on difficult terms. Britain's need for US loans in 1946 and again in 1948 following the 1947 economic crisis. The need to rebuild exports after six years of war and so earn the dollars with which to pay for essential imports. The lifeline of Marshal Aid was seized eagerly by Bevin and Attlee.

Equally, candidates could argue that though US economic and financial assistance was crucial especially in 1946–1949, the perceived threat from Soviet Russia and later Communist China also forced Britain into close relations with America. Whilst the American tendency was to return to isolationism after 1945, it was the work of Labour ministers like Bevin, and opposition figures like Churchill, to make America aware of the Soviet threat to Western Europe. Whilst financial factors partly caused British withdrawal from Greece and Turkey there was also the need to force America to accept wider commitments. The existence of the powerful Red Army in central Europe, the Communist coup in Czechoslovakia in 1948, the Soviet attempt to cut off West Berlin the same year, the Russian atomic bomb in 1949 and the triumph of Communism in China, combined with a weakened Western Europe, made it essential to have an American commitment to the defence of the west. Similarly, the lessons of appeasement in the 1930s persuaded Britain to support the American led United Nations Forces in the defence of South Korea in 1950–1951, despite adverse effects on economic recovery.

Reward candidates who challenge an overly economic interpretation of Anglo-American relations. For example, though American opinion was anti-Imperialist and though British governments were dependent on US aid, there were lots of other reasons why Britain withdrew from the Indian sub-continent in 1947 or from Palestine in 1948. Similarly, high achieving candidates should show some understanding of the Labour governments' belief that Britain was still one of the 'Big Three' and that its role as head of the Commonwealth, defender of Western Europe and ally of America gave her a unique role in world affairs.